



## Minutes of the Faculty Senate

**Presiding:** Jeffrey Marchetta (Mech Engr)

**Date:** 2-23-2021

**Secretary:** R. Jeffrey Thieme (Marketing & Supply Chain Management)

**Senators Present:** Alena Allen (Law), Reza Banai (City & Regional Planning), Thomas E. Banning (Engr Tech), Brennan K. Berg (KWS), Eugene Buder (Comm. Sci. Disorders), Theodore J. Burkey (Chemistry), Gerald Chaudron (Univ Libraries), Jill Dapremont (Nursing), Frances Fabian (Management), Hal Freeman Jr. (Professional & Lib. Studies), Michail Gkolias (Civil Engineering), David Goodman (Communication), David Gray (Philosophy), Denis D. Grele (World Lang & Lit), Melissa Hirschi (Social Work), Stephanie Huette (Psychology), Eddie Jacobs (Electrical & Computer Engineering), Brian Janz (Business Info. Tech), Holly Lau (Theatre & Dance), Erno Lindner (Biomed. Engineering), Jeni Loftus (Sociology), J. Joaquin Lopez (Economics), Scott Marler (History), Melissa Janoske McLean (Jour. & Strategic Media), Sanjay Mishra (Physics), Deanna Owens-Mosby (Instr. & Curr. Leadership), Patrick Murphy (CEPR), Fawaz Mzayek (Public Health), Steven L. Nelson (Leadership), Esra Ozdenerol (Earth Sciences), Michael Perez (Anthropology), George E. Relyea (Public Health), Zabihollah Rezaee (Accountancy), Steven D. Schwartzbach (Biology), Sajjan G. Shiva (Computer Science), Mark Sunderman (Fin, Ins, & Real Estate), Scott Sundvall (English), Jeff Thieme (Marketing & Supply Chain Management), Jennifer Thompson (Architecture), William P. Travis (Health Studies), Stephen J. Watts (Criminal Justice), & Máté Wierdl (Mathematical Sciences), Daryn Zubke (Music), Kris-Stella Trump (Political Science);

**Senator Present by Proxy:** Coriana Close (Art); proxy Hamlett Robertson Dobbins

**Senators Absent:**

**Faculty Senate Information Officer:** To be determined.

**Guests:** M. David Rudd (President's Office), Thomas Nenon (Provost Office), Carol Hull-Toye (Information Tech Services), (Stanley Hyland (UMAR-absent), David N. Cox (UMAR), Martha Robinson (ad hoc Budget & Finance Committee/ Lambuth Liaison), David M. Kemme (Board of Trustees, Faculty Rep.), Gloria F. Carr (Faculty Ombudsperson), Meghan Cullen (Staff Senate), Zannetta Ivy (Athletics), James Orr (Provost Office), Amanda Rockinson-Szapkiw (Instr. Design & Tech-absent), Gretchen Peterson (Sociology), Justin Lawhead (Dean of Students), Nirmalee Raddatz (Accountancy), Bridgette Decent (OIR), Karen Weddle-West (VP Student Academic Success).

The four-hundred-and-seventy seventh meeting of the University of Memphis Faculty Senate was held on Tuesday, February 23, 2021 via the Zoom video conferencing platform due to restrictions imposed in response to the COVID-19 global pandemic.

### 02.23.21.01 CALL TO ORDER (2:40 P.M.)

President Jeff Marchetta called the virtual meeting to order at 2:40 pm with a quorum present.

## **02.23.21.02 APPROVAL OF AGENDA**

The agenda was approved as written.

## **02.23.21.03 APPROVAL OF MINUTES**

### ***Faculty Senate – January 26, 2021***

The minutes of the January 26, 2021 Faculty Senate (FS) meeting were approved as written.

## **02.23.21.04 PRESIDENT’S REPORT**

### ***Use of Polls for Senate Voting***

President Marchetta reported that due to prior difficulties voting in Zoom, we will be using the polling feature in Zoom for voting.

### ***Straw Poll on LMS Timeline Options***

President Marchetta asked Senators to use the polling feature in Zoom to vote on a preferred learning management system (LMS) timeline for moving from D2L to Canvas. The options were going live in summer 2022 or fall 2022. The results of the poll were 64% for summer 2022.

### ***Update on Faculty Trustee Selection Process***

President Marchetta reported that the term for our current Faculty Trustee is coming to an end. The Executive Committee (EC) met and reviewed the applicants. There will be a motion to approve the slate of applicants later in the meeting. He reviewed the timeline for selecting the next trustee.

### ***Update on ITS Security Incident***

President Marchetta reported that since the security incident is still ongoing, we can’t get a lot of details. Dr. Sue Hull-Toye, Assistant Chief Information Officer, is available to answer specific questions. It involves ransomware. If it manifests into something worse, it will manifest in UofM desktops running the Windows operating system. It shouldn’t affect cloud resources, instruction infrastructure, or business and finance systems. He urged Senators to back up important files and suggesting using OneDrive. Information Technology Services (ITS) is still working on the problem and has hired outside professional help. There may be some inconveniences until the incident is resolved. He is planning to have Robert Jackson, Chief Information Officer (CIO), provide an update in next month’s meeting.

Senator Stephen Watts asked if iMac computers are vulnerable. President Marchetta replied that the problem is specific to Windows right now and Dr. Hull-Toye confirmed.

Senator David Gray asked if there’s a way to know if our computers have already been affected and how it spreads. Dr. Hull-Toye responded that they are running scans on desktops daily and

found very few affected. All issues found to date have been addressed. She believes they have a good handle on it and they are working around the clock. If anything is found, it is addressed immediately. She doesn't know how it spreads.

Senator Máté Wierdl asked about the nature of the problem. Is it a virus? President Marchetta responded that it's ransomware that is transferred through malicious code. It's a serious attack and is ongoing. He recommended again that Senators back up their data.

Senator Watts asked if Windows laptops are vulnerable, too. President Marchetta replied that if it's connected to the UofM network it's vulnerable and Dr. Hull-Toye confirmed.

Senator Eugene Buder asked if we are vulnerable if we connect from home through VPN? Dr. Hull-Toye responded that you're not vulnerable if you use the VPN.

### ***Senator Elections***

President Marchetta reported that many departments are undertaking Senator elections. He's getting questions from chairs. He reminded Senators that the process for conducting elections is defined in our constitution and chairs have been notified of the process. It's never acceptable for a chair or dean to appoint a Senator. Senators must be elected by their department. Chairs can vote but cannot appoint.

## **02.23.21.05 PRESENTATIONS AND DISCUSSION**

### ***"A Guide for Responding to Students in Distress" by Dr. Justin Lawhead, Dean of Students***

President Marchetta yielded to Dr. Justin Lawhead, Dean of Students, who made a presentation entitled, "A Guide for Responding to Students in Distress" (See Appendix).

President Marchetta thanked Dr. Lawhead for his presentation.

Senator Gray asked for advice for those faculty teaching fully online. It's hard to get the same kind of feedback as in face to face classes. Dr. Lawhead responded that it's okay to require student cameras be turned on during online meetings.

## **02.23.21.06 STANDING COMMITTEE UPDATES & REPORTS**

### ***Executive Committee***

President Marchetta yielded to Senator Melissa Janoske McLean who reported that she and Senator Mihalís Golias attended the final meeting of the master's degree working group. Dr. Robin Poston, Dean of the Graduate School, agreed to internal language in addressing terminal master's degrees:

"In recognition of the importance of and need for terminal master's degrees, the university should recognize the level of rigor, amount of time, and substantial effort involved in earning a terminal master's degree which typically has 60 credit hours of coursework over other master's programs which tend to have about 30 credit hours of coursework."

President Marchetta put forth a motion to accept the report.

The motion to accept the report was adopted by a vote of 38 yes, 0 no, and 2 abstain.

### ***Faculty Policies Committee***

President Marchetta yielded to Senator Buder who provided updates on the committee's work. He provided context for the post-tenure review motion. It concerns reviews triggered by unsatisfactory performance, not a faculty-wide periodic review by which tenure itself might be reviewed. The Faculty Policies Committee may be taking up the latter issue but that's not likely until the next Senate term. They also have language in play regarding units' roles in selecting and reviewing their chairs, but that's being withheld while they also discuss term limits. Their discussions have identified arguments opposed to term limits, but anyone who feels strongly about this issue is welcome to email him. Another issue that they're taking on, with President Marchetta's help, is to radically streamline the handbook (e.g. removing chapters on student matters) and replacing many out-of-date passages with links that would stay more current. Discussions regarding our new Code of Conduct mechanism remain underway which may allow 'collaboration' with Human Resources in order to give the Senate a voice in monitoring whether individual faculty members' interests are being maintained, especially with reference to such matters as Academic Freedom. They still envision an autonomous role for the Faculty Grievance Committee to operate without involving HR.

### ***Administrative Policies Committee***

President Marchetta yielded to Senator Ted Burkey, chair of the Administrative Policies Committee, who reported that the committee submitted a report in response to complaints about student threats. They also posted policies on discussion board for Senator comments, reviewed the revised student code of conduct, and provided feedback to Darren Wibberding, Associate Dean of Students, Student Accountability.

### ***Budget and Finance Committee***

President Marchetta yielded to Senator Zabi Rezaee, chair of the Budget and Finance Committee, who summarized the committee's report (see Appendix). Data has been collected on key performance indicators (KPIs) with the help of Bridgette Decent, Director of Institutional Research. He thanked Ms. Decent for collecting the data. Ms. Decent will summarize how the data for phase 1 was collected. Now it's time to take some action. He reviewed the KPIs and the timeline for completion. He will continue to work with working groups to develop procedures for Senators to meet with chairs to review the KPIs. Senators should focus on improving processes at the college and unit level. Also, they should identify programs that can be consolidated and consider the sustainability of programs. He reminded Senators that the process is faculty driven. He is hopeful that input to the Committee can be provided from Senators by the end of March. He reviewed the definitions of educational and financial sustainability and suggested that Senators read the report. He encouraged Senators to reach out to him or the Committee with any questions and then have a meeting within your department to discuss the issues. He yielded to Ms. Decent. Ms. Decent reviewed the dashboard that has been created through Office of Institutional Research. She reported that the data comes from Banner. Also, given the breadth

and complexity of how units operate across campus, Senators may see things that might need to be addressed through coding and programming. Their data collection process has followed three phases: identify academic sustainability KPIs (completed), identify financial KPIs (ongoing), and collect data from deans (future). She reported that all faculty and staff have access to the dashboard and she reviewed the dashboard. She noted that while the dashboard is user friendly, it's not printable. But you can export data for printing. The dashboard presents four years of data. She demonstrated usage of the dashboard including filtering and interpretation of results.

Senator Rezaee underscored that this is only the start of the process. Senators need to talk with their faculty, discuss the KPIs, and compare against benchmarks that are applicable to their department. Senators should then determine cause and effect of any variances/differences. Senators should submit a report to the Committee so it can be compiled into an overall report. The Committee needs to complete the report sometime in April. He asked Senators to initiate discussion with their department after the Committee releases its procedures later this week.

Parliamentarian Mark Sunderman asked if instructions will be provided regarding how to access the dashboard. Senator Rezaee asked Ms. Decent to provide those instructions with the procedures and she agreed.

Senator Golias asked if every department needs to identify a KPI for improvement. Senator Rezaee replied that Senators should fill out the form and discuss the data with their unit. Senator Golias asked if every department needs to identify a goal or goals. Senator Rezaee replied that it's up to departments to determine what they want to do. Senator Golias suggested that using trends in the data during COVID can be misleading. He also asked if other data like the OIR budget dashboard can be used. Ms. Decent replied that OIR is discontinuing budget metrics and replacing them with this dashboard. She also clarified that the dashboard is available to all faculty and staff.

Senator Wierdl asked if each department needs to fill out the forms or should Senators fill out the forms. Senator Rezaee replied that faculty have flexibility to fill out the forms as appropriate. Senator Wierdl asked about the content of discussions in departments. Senator Rezaee replied that departments should discuss benchmarks and where they want to be in the future. Discussions should focus on faculty and staff effectiveness and efficiency. He suggested that departments find strengths and weaknesses of academic programs and how they can be improved. Senator Wierdl asked about the Projection 2021 heading. Senator Rezaee replied that those are your benchmarks.

President Marchetta added that this is just the beginning of the discussion. He encouraged Senators to think of this process as faculty having input into department strengths and weaknesses to inform college deans.

Senator Golias asked for clarification on what Senators are supposed to do. Should they input the data? Do they have to ask for input from faculty, their chair, and/or their dean? President Marchetta responded that Senators should have discussions with faculty, but department chairs can be included in the discussion. It's most important to look at the data carefully to determine strengths and weaknesses. Senator Rezaee added that Senators should have a discussion with their department and pass on recommendations to the Budget and Finance Committee so they can compile the findings and share with the deans. The plan is to submit a report to the Provost's Office in late April or May with recommendations.

Senator Erno Lindner suggested that if he takes this to his department, he doesn't know what to input for some of the KPIs. Are the categories in the form the same as in the dashboard and are they easy to find? Senator Rezaee replied that there will be consistency between the items on the forms and the items in the dashboard.

Senator Scott Marler suggested that in principle it's a good idea to collect this data, but he anticipates pushback from faculty in the department on financial benchmarks. They could be used against the department if they don't meet benchmarks in the future and they could be used for reducing budgets. Senator Rezaee responded that this is going to be a starting point in the process for maintaining educational and financial sustainability. They are trying to get some input from faculty on which issues are important to your department and ask deans to address those issues.

Senator Wierdl requested to see the KPIs for quality of instruction and quality of research. Senator Rezaee called on Ms. Decent who responded that those are in phase 2 and while she doesn't see any that pertain specifically to academic quality, there are measures that are byproducts of quality. Senator Wierdl expressed concern that the data doesn't include the important indicators of academic and research quality and he expects pushback.

Senator Frances Fabian asked if it will be clear from the dashboard what the KPIs are so she can fill out the form. She asked if Senators should investigate other departments to use as benchmarks. She expressed concern that there's no context to the forms. Senator Rezaee responded that every department knows best about their programs and what programs need improvement and what programs are working very well. He suggested looking at trends in the dashboard and comparing them with other units/colleges as needed. He stressed that it's up to each department to determine what's important.

Senator Golias asked if someone could send Senators information on where each KPI is in the dashboard and whether the deans have been informed about this process. Senator Rezaee replied that the Committee has met with all deans and they are fully aware of the process. He suggested that Senators can meet with their deans as they see fit. Also, the dashboard has more years of data than the forms and the forms will be revised.

Senator Wierdl asked why OIR doesn't fill out the columns in the forms. Senator Rezaee replied that he's not sure if OIR has resources to do that for each department. He also wants to allow Senators the freedom to use the data that they believe is most important. Ms. Decent added that the point of the dashboard is to empower users to determine what they want to access.

Senator Buder asked if this process will spill over into the next Senate session. Senator Rezaee replied that they initially plan to complete the report in April of this year and present recommendations from the Committee in the last meeting of this session. The deans have agreed to proceed in three phases. Phase 1 should be completed in April, phase 2 in summer, and phase 3 in fall. It's a journey of improving performance. He noted that it could be a continuous process.

Senator Watts suggested that it's still unclear what we will get from the process. It seems like this is an administrative process. He suggested that there needs to be more context to provide quality recommendations. Senator Rezaee replied that he's hoping that Senators are able to identify problems and challenges, strengths and opportunities, and suggestions so the Committee can consolidate and communicate with deans on areas of improvement. Senator Watts responded

that he didn't need these numbers to make suggestions. His understanding of areas of improvement are qualitative, not quantitative.

Senator Sajjan Shiva commented that he appreciates all the hard work behind this effort. But he's not sure how to take this information back to faculty and get something concrete in terms of recommendations. He suggested to make this a responsibility of the department chair, not Senators.

President Marchetta offered to input data in the form if needed. He pointed out that this is the data that deans look at and this is an opportunity for faculty to become involved. For example, departments could go beyond the data for suggestions. He suggested that if Senators are uncomfortable inputting a benchmark, then they shouldn't. But he emphasized that this is an opportunity for faculty to provide input. If Senators know of a weakness, and it's something faculty can't deal with (maybe it's financial), this is an opportunity to put forth recommendations to administration to solve the issues. He stressed that it's important for faculty and administration to have discussions based on common data and this effort moves in that direction. Senator Rezaee added that this is just the start of the process. He stated that the Committee will submit step by step procedures to Senators soon. If necessary, he will have a graduate assistant (GA) put data into the forms and pass on step by step procedures for going forward. Both qualitative and quantitative aspects will be considered in the process. President Marchetta added that Senators should feel free to enter other items into the forms as needed. He reiterated that Senators should keep in mind this is not the end of the process, it's the beginning.

Senator Sanjay Mishra suggested that Senators need more than two data points to make predictions. He also noted that given the COVID issues in 2020 the data is problematic and suggested using five years of data. Senator Rezaee replied that this form is going to be revised to include 4-5 years of data. Ms. Decent confirmed the forthcoming change.

Parliamentarian Sunderman suggested that the form be revised to include averages for colleges. He also suggested that the projection for 2021 isn't needed and should be removed and that it's too difficult for faculty to determine projections on many of these KPIs. Senator Rezaee replied that those are excellent suggestions and the Committee will make those changes.

Senator Golias commented that the most important thing about this is that faculty will have been able to see the data in advance before deans discuss these issues. He volunteered to help create tables from the data for each department. Senator Rezaee responded that he appreciates any help and asked Senator Golias to work with Ms. Decent. Otherwise, he'll ask PhD or graduate students to help. Ms. Decent responded that it took a lot of time and effort to create the dashboard. President Marchetta replied that the Senate office will coordinate to help create data tables.

Senator Esra Ozdenerol commented that the process looks straightforward but suggested that clear definitions of these terms be included in the form that Senators will complete. Senator Rezaee replied that it's a great suggestion and asked Ms. Decent for help. Ms. Decent agreed to provide definitions. She stated that they are already on the dashboard, but she will make sure they are clear.

President Marchetta put forth a motion to accept the report.

The motion to accept the report was adopted by a vote of 28 yes, 7 no, and 2 abstain.

### ***Academic Support Committee***

President Marchetta yielded to Senator Michael Perez, chair of the Academic Support Committee, who reported that the Committee is trying to transition the discussion board for the Senate to the MS Teams platform. They are trying to get access to a broader set of faculty beyond Senators without giving faculty who are not Senators rights to contribute.

### ***Library Policies Committee***

President Marchetta yielded to Senator David Goodman, chair of the Libraries Policy Committee, who reviewed the committee's report (see Appendix).

President Marchetta put forth a motion to accept the report.

**The motion to accept the report was adopted by a vote of 37 yes, 0 no, and 0 abstain.**

### ***Academic Policies Committee***

President Marchetta yielded to Senator Denis D. Grélé, chair of the Academic Policies Committee, who reported that the Academic Policies Committee met on Tuesday, February 9th and asked Senator Alena Allen, who is a member of the Committee and the SETE working group, to deliver a report on the working group chaired by Eli Jones. The working group first gathered information and shared ideas. They are now writing the questions that could be submitted to the Committee and then to the Senate later in March. The main issue is essentially how to make the questions as unbiased as possible in an electronic format.

The second issue with which the Committee is dealing with was related to cheating. One Ph.D. student was caught cheating about a year ago and at the time the Office of Student Affairs did not intervene when asked to do so. Senator Brian Janz, a member of the Academic Policies Committee, contacted Darren Wibberding. He asked him for the reason for the lack of involvement of the Office of Student Accountability on this matter and if it was going to be a trend. Mr. Wibberding responded to Senator Janz that the updated process that was approved by the Senate in November should take care of these issues and that the Office of Student Accountability will be involved going forward.

Finally, the Academic Policies Committee has started work on the possibility of creating a position of Student-Faculty Liaison in order to better support students experiencing non-disciplinary issues.

### ***Research Policies Committee***

President Marchetta yielded to Senator David Gray, chair of the Research Policies Committee, who reported that they are still waiting on HR for more information.

### **02.23.21.07 OLD BUSINESS**

There was no Old Business.



## 02.23.21.08 NEW BUSINESS

### ***(M2020.21.21) Motion to Amend Faculty Handbook Section 4.20.3 – Faculty Policies Standing Committee***

President Marchetta yielded to Senator Buder, chair of the Faculty Policies Committee, who yielded to Senator Watts who read the motion.

#### **Originator: Faculty Policies Committee**

Whereas,

The current Faculty Handbook language under Unsatisfactory Performance of Tenured Faculty (4.20.3) does not adequately specify the make-up of departmental committees in the case of reviewing unsatisfactory performance of tenured faculty or the timeline for showing improvement,

Be it resolved that,

The tracked language below will amend the third and fourth paragraphs in section 4.20.3, p. 61:

Paragraph 3: If the faculty member is rated **overall** in the "improvement needed" category **due to concerns over the same evaluation criterion (i.e., research, teaching, or service)** for two successive years, ~~an ad hoc committee within the Department will review the Chair's evaluation and, if in agreement, will prepare a "faculty development program" which will outline the identified problems, suggest methods for improvement, and create a system for evaluating progress toward correcting the identified problems.~~ **the faculty member will prepare a Faculty Development Program which will outline the identified problems, suggest methods for improvement, and define a timeline for evaluating progress, not to exceed three years, toward correcting the identified problems. The department chair and an ad hoc Faculty Development Committee will then give feedback on this Faculty Development Program. In principle, this ad hoc committee should constitute either the members of the department's tenure and promotion committee, or, in the case of departments with very large tenure and promotion committees, a subcommittee of members designated by the tenure and promotion committee. The option exists for the tenure and promotion committee to bring in members from other departments for this ad hoc Faculty Development Committee.** An evaluation of "improvement needed" should never be considered sufficient cause for triggering procedures for termination.

Paragraph 4: In sentence two under 4.20.3, the phrase "an ad hoc committee" will be replaced with "the Faculty Development Committee," and "faculty development report" will be replaced with "Faculty Development Program."

Recipients:

Faculty Senate

Tom Nenon, Provost

Helen Johnson, Office of the Provost

The motion is adopted by a vote of 29 yes, 0 no, and 6 abstain.

***(M2020.21.22) Motion to Recommend Elimination of Faculty Signature for Graduate Student Termination– Administrative Policies Standing Committee***

President Marchetta yielded to Senator Burkey who read the motion.

Originator: Administrative Policies Committee

Whereas,

The current Graduate School Termination Procedure Form (<https://www.memphis.edu/gradschool/pdfs/forms/termination.pdf> Rev. Date: 8/18/2018) first requires the signature of a student advisor declaring the intent to recommend termination of a graduate student, and again in a second step declaring consultation with the graduate coordinator and then again agreeing with the department chair and graduate coordinator that the student should be terminated. The form makes it clear a student only needs to convince or coerce the Advisor to withdraw their recommendation to stop the termination. The current procedure can potentially put undue emphasis and pressure on the role of advisor.

Whereas,

Student recruiting and guidelines are determined by the unit or program of study, and the unit's graduate studies committee's annual review of student progress and productivity will include reports by graduate advisors. Therefore, the recommendation for termination should primarily rest with the unit.

Be it resolved that,

The Faculty Senate recommends that the Graduate School eliminate the requirement that the advisor sign the Graduate School Termination Procedure Form

Recipients:

Tom Nenon, Provost

Robin Poston, Dean of the Graduate School

The motion is adopted by a vote of 27 yes, 3 no, and 4 abstain.

***(M2020.21.23) Motion to Approve Recommendations to Eliminate Systemic Racism and Racial Inequities Among African Americans and People of Color – Special Committee on Anti-Racism***

President Marchetta yielded to President-elect Jill Dapremont who made a statement about the work of the committee. The committee did not have information about tenure denial for black faculty. Then she read the motion.

Originator: Special Committee on Anti-Racism

Whereas,

A special committee was appointed by the Faculty Senate to “Explore issues of systemic racism affecting faculty members and to develop recommendations to the administration for institutional changes”.

Be it resolved that,

The Faculty Senate approves of the attached recommendations proposed by the Special Committee on Anti-Racism.

Recipients:

Tom Nenon, Provost and EVP

Karen Weddle-West, Vice President for Student Success

**The motion is adopted by a vote of 27 yes, 0 no, and 6 abstain.**

***(M2020.21.24) Motion to Recommend Salary Raise Pool Distributions for FY22 – Budget and Finance Standing Committee***

President Marchetta yielded to Senator Rezaee who read the motion.

**Originator: Budget and Finance Committee**

Whereas,

Governor Lee submitted a budget proposal for Fiscal Year (FY) 2022, which includes a total raise pool of 4% for the next fiscal year (2% is retroactive adjustment for FY21 and 2% for FY22).

Whereas,

The final state budget signed into law by the legislature and governor may include a salary raise pool at a different percentage or there may be no salary raise pool.

Whereas,

In 2019 the Faculty Senate passed the attached Compensation Motion recommending priorities for annual salary raise distributions from salary pools as they become available. Compensation priorities are across the board raises equal to the rate of inflation, salary compression and equity, and merit raise in this order.

Whereas,

The combined Consumer Price Index (CPI) in the last two years (2019 and 2020) is 3.1% and the combined projected inflation rate for 2020 and 2021 is 2.96%.

Be it resolved that,

In line with the attached Compensation Motion approved by the Faculty Senate in 2019, the Faculty Senate makes the following recommendations for the distribution of the salary raise pool for the following scenarios:

- For a 4% total raise pool, 3% should be allocated as an across-the-board raise (Cost of Living Adjustment, COLA), 0.5% for salary compression and equity adjustments, and 0.5% for merit increases.
- For a 3% total raise pool or less (2%, 1%), the total raise pool should be allocated as an across-the-board raise (Cost of Living Adjustment, COLA).
- Faculty with an annual Overall Faculty Performance Evaluation of greater than 2.5 (Good Performance/Improvement Needed) may be eligible for merit increases. Any merit raise should be specific to the concerned academic unit and developed with the full involvement of the faculty of the unit and determined based on the past five years faculty performance evaluation.

Recipients:

M. D. Rudd, President

Tom Nenon, Provost and EVP

Raaj Kurapati, CFO and EVP

**The motion is adopted by a vote of 19 yes, 7 no, and 5 abstain.**

***(M2020.21.25) Motion to Approve Finalists for Faculty Trustee – Executive Committee***

President Marchetta read the motion. (Note: This motion was handled after motion M2020.21.26)

**Originator: Executive Committee**

Whereas,

According to the Faculty Handbook, after the deadline for Trustee applications, the Executive Committee will make available the materials from all applicants to members of the Faculty Senate and the Executive Committee will screen the applicants and develop a list of 2–5 finalists. The Executive Committee will present their proposed list of finalists to the Faculty Senate at a regular meeting for approval.

Whereas,

The Executive Committee received nominations and the required documents, which are attached, for two candidates by the deadline and Executive Committee has moved to advance both candidates to full Senate as finalists.

Be it resolved that,

The Faculty Senate approves of the following finalists for the position of Faculty Trustee, in no particular order, as recommended by the Executive Committee:

- Dr. David Kemme
- Dr. Thomas Hrach

Recipients:

Faculty Senate

M. D. Rudd, President

Stephanie Beasley, Office of the President

**The motion is adopted by a vote of 27 yes, 0 no, and 1 abstain.**

***(M2020.21.26) Motion to Recommend LMS Timeline – Executive Committee***

President Marchetta yielded to Senator Pat Travis who read the motion.

**Originator: ExecutiveCommittee**

Whereas,

The decision to transition to CANVAS as the Learning Management Software (LMS) has been made based on the consensus recommendations by broad group of faculty volunteers from various units across campus. The faculty volunteers evaluated several commercially available LMS options which are widely used in the higher education market.

Whereas,

The Provost, CIO, and the Director of Online Learning have requested that the Faculty Senate recommend one of two options, as attached, available for the transition to CANVAS as dictated by limited flexibility in resource and cost efficiencies maintaining overlapping licensing agreements.

Be it resolved that,

The Faculty Senate recommends adoption of the timeline presented in Option 1.

Recipients: Faculty Senate

Thomas Nenon,

Provost and EVP

Robert Jackson, CIO

Roy Bowery, Direction of Online Learning, Center for Teaching and Learning

**Option 1: Canvas Go Live Summer 2022**

Canvas sandbox courses available to faculty upon request	Spring 2021 plus on-going
Course migration	Fall 2021, Spring 2022
eCourseware department aide and new course developers training	Spring 2022
Full-time and part-time faculty training	Spring 2022 plus on-going
D2L official LMS	Spring 2022
Canvas go live as only official LMS	Summer 2022
D2L available for archive only*	Summer and Fall 2022

**Option 2: Canvas Go Live Fall 2022**

Canvas sandbox courses available to faculty upon request	Spring 2021 plus on-going
Course migration	Spring and Summer 2022
eCourseware department aide and new course developers training	Spring and Summer 2022
Full-time and part-time faculty training	Spring and Summer 2022 plus on-
D2L official LMS	Spring and Summer 2022
Canvas go live as only official LMS	Fall 2022
D2L available for archive only*	Fall 2022

*\*D2L access beyond Spring 2022 or Summer 2022 is pending negotiation with the vendor.\*

The motion is adopted by a vote of 28 yes, 2 no, and 1 abstain.

**02.23.21.09 ANNOUNCEMENTS**

***Deadline to submit agenda requests for February Senate meeting – February 13th***

**02.23.21.10 ADJOURN**

The meeting adjourned at 5:48 pm.

## Appendix

*"A Guide for Responding to Students in Distress" by Dr. Justin Lawhead, Dean of Students*



# STUDENT OUTREACH & SUPPORT

Dean of Students Office

Dr. Justin Lawhead – Dean of Students

Dr. Lisa Winborn – Assistant Director of Case Management

THE UNIVERSITY OF  
MEMPHIS



## Dean of Students We are here to Help!

Emergency Notifications

Basic Needs Insecurity Resources

Understanding University Processes

Hospitalizations/ Discharge Coordination

BIT & Care teams

*Dean of Students works collaboratively to provide accurate information and direct students to the appropriate resource(s) to resolve their concern.*

## Student Support

### Emergency Notifications

- Instructor Notification
- Parental/Guardian Notification and Correspondence
- Hospitalization/ Discharge Coordination

### University Processes

- Referrals for Support and Accommodations
- Navigating University Policy related to:
- Late/Retroactive Withdrawals
- University and Student Business Services/Registrar/ Financial Aid Policy



# University Collaboration

*Campus-wide team of appointed professionals responsible for identifying, assessing, and responding to serious concerns and/or disruptive behaviors by students.*

## B.I.T. Team

- High- Monitor concerns
- Weekly meetings to review Incidents/Reports
- Address Critical Student Behavior, Mental Health, Medical Concerns
- Gather & Share Information as appropriate & necessary; Provide Recommendations
- Promote Student Success

## CARE Team

- Low-Monitor concerns
- Weekly meetings to review Situations/Incidents
- Address Concerning Student Behavior, Identified Academic, Basic Needs, & Social Support Needs
- Gather & Share Information as appropriate & necessary; Provide Recommendations
- Promote Student Success

## Basic Needs



### Case Management services

- Support Coaching
- Resource exploration

### Tigers Fight Hunger initiative

- Tiger Pantry
- Tiger Meal Swipes
- SNAP Assistance

### Rosie P. Bingham Student Emergency Fund

- Fund to assist with Emergency expenses (non-school related expenses)

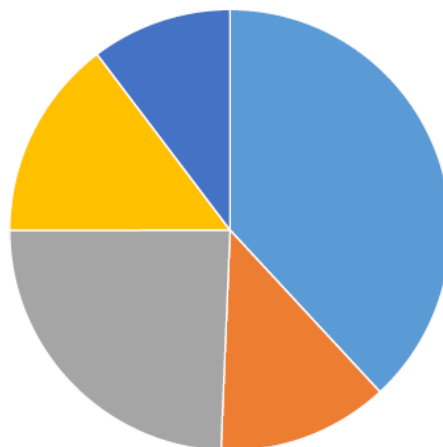


# Students in Distress

## Top Student of Concern presenting issues in AY

- **Mental Health**
  - Partner with Student Health and Counseling Services, U of M Psychological Svs., U of M Police Services, and Off-Campus providers as needed
- **Academic Issue - Academic Difficulty/ Absences**
- **Basic Needs Insecurity**
- **Health - Chronic Illness - Health Related**
- **Post-Hospitalization/ Emergency Support**
  - Partner with Student Health and Counseling Services, U of M Psychological Svs., U of M Police Services, and Off-Campus providers as needed
  - Students are faced with emergency circumstance, extended absence(s)

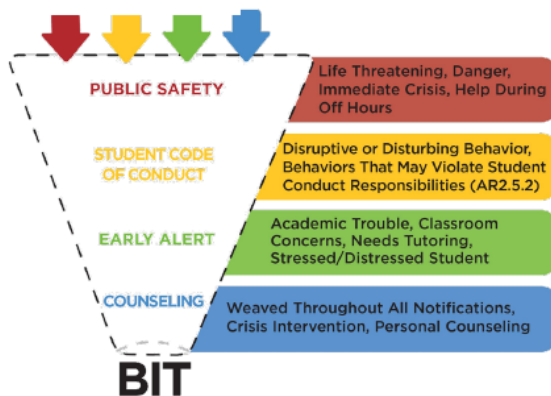
*Presenting Case Issues for SOS*



## How we get information

### Behavioral Intervention Team (BIT)

FORMED OF CONCERNING STUDENT BEHAVIORS





## Recognizing Students in Distress

*"Rest assured that in any given situation, there are several 'right ways' to reach out to students in a caring manner. The only real risk is in doing nothing at all."*

### As a faculty or staff member, you:

- ☐ May be the first to notice a student who is having trouble.
- ☐ Be mindful that you do not have to take the role as a counselor/diagnose a student.
- ☐ need only notice signs of distress and communicate these to the appropriate department on campus.

### Indicators of a Student in Distress:

- ☐ Academic indicators
- ☐ Behavioral and Emotional Indicators
- ☐ Physical Indicators

If you are unsure if a student is exhibiting any that is perceived as posing an immediate danger to themselves or others, you should stay with the student and contact:

University of Memphis Police Department, x-4357

# Responding to Students in Distress

## STEP #1: Consult

### U of M CAMPUS RESOURCES

- ❖ University Counseling Center, x-2068
- ❖ Title IX Prevention Center, x-1686
- ❖ Dean of Students, x-2187
- ❖ Office of Student Accountability x-2298
- ❖ Disability Resources for Students (DRS), x-2880
- ❖ Student's primary academic advisor  
(Found on Banner, by asking the student, or by contacting Academic Advising.)
- ❖ Athletic coach (staff directory:  
<https://gotigersgo.com/staff.aspx>)

## STEP #2: Contact

- ✓ Listen, Care, and offer resource referral information
- ✓ "Communicate duty to report"

## STEP #3: Refer

- ✓ Normalizing help/assistance
- ✓ "Soft-referrals"/Walk-over option

To file a police report: call x-4357 (emergency) - x-3848 (non-emergency) or email [police@memphis.edu](mailto:police@memphis.edu)

To file a Title IX report: <https://www.memphis.edu/oie/title9/index.php>

To file a Student of Concern report: <https://www.memphis.edu/report>

## Distressed Students

Generally, the behavior of the distressed student causes concern for the personal well-being of that student.

- Change from consistent, satisfactory performance to inconsistent, unsatisfactory performance.
- Depressed mood, listlessness, lack of energy, frequently falling asleep, marked changes in personal hygiene.
- Appearing overly nervous, tense, tearful or angry
- Report of sexual or physical assault, or the recent death of a friend or family member.

## Disturbed Students

Generally, the behavior of the disturbed student often makes those around him/her feel vaguely uncomfortable on some level.

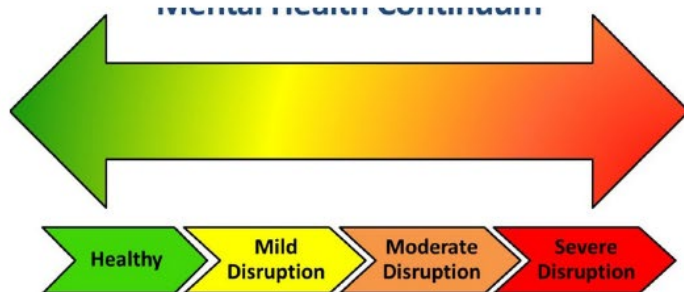
- Impaired speech, disjointed thoughts, suspicious and/or paranoid thoughts, bizarre behavior (e.g., talking to something/someone that is not present)
- Self-mutilating behaviors, including cutting or burning of the self
- Emotional responses that may be incongruent and/or inappropriate
- Report of sexual or physical assault, or the recent death of a friend or family member

### Supporting Distressed or Disturbed Students

- Speak with the student privately. Document all conversations.
- Let the student know that you would like to help.
- Encourage the student to seek help through university or private counseling services.
- Report to a counselor when a student confides that s/he is considering suicide.
- Contact counseling center for consultation and assistance if you have concerns

## Disruptive Students

- Generally, the behavior of the disruptive student always negatively impacts those around them
- Behavior may or may not include elements of disturbed behavior, but likely signifies an obvious crisis that requires emergency care.
- Disruptive but not threatening
  - Highly disruptive behavior i.e. hostility, aggression, unruly, etc.
  - Loss of contact with reality i.e. seeing or hearing things that others cannot see or hear,
  - Persistent and unreasonable demands for time, attention, and resources
  - Refusing to make change in conduct after it is addressed.



Disruptive behavior may be subject to interpretation. It can range from confusing to violent. This behavior always negatively impacts others and disrupts routine work/instruction.

## Managing Disruptive

- Consider that the student may have emotional or psychological problems;
- Calmly discuss the situation in private;
- Explain acceptable class behavior.
- Consult with Counseling Center and/or Student Accountability.
- Call Police Services – 678-4357 (678-HELP) if you feel threatened.

## When to Refer

- You feel uncomfortable handling the problem.
- Your professional and/or personal life demands precludes your ability to help.
- You have talked to the student, but further assistance is needed.
- The student admits a problem exists but doesn't want to discuss with you.
- Reassure students that confidentiality is protected in counseling and is free of charge



## Dangerous/ Threatening Students

- The behavior of the dangerous student threatens the health and well-being of those around him/her.
  - Expressed homicidal thoughts or threats.
  - Threats of physical assaults
  - Carrying or brandishing a weapon
  - Intimidating behaviors (i.e. inappropriate touching, stalking, and/or standing too close to others, harassment, etc.)
  - Frightening anger and/or threats of violence; words or conduct that causes fear for personal safety
  - Yelling or screaming uncontrollably

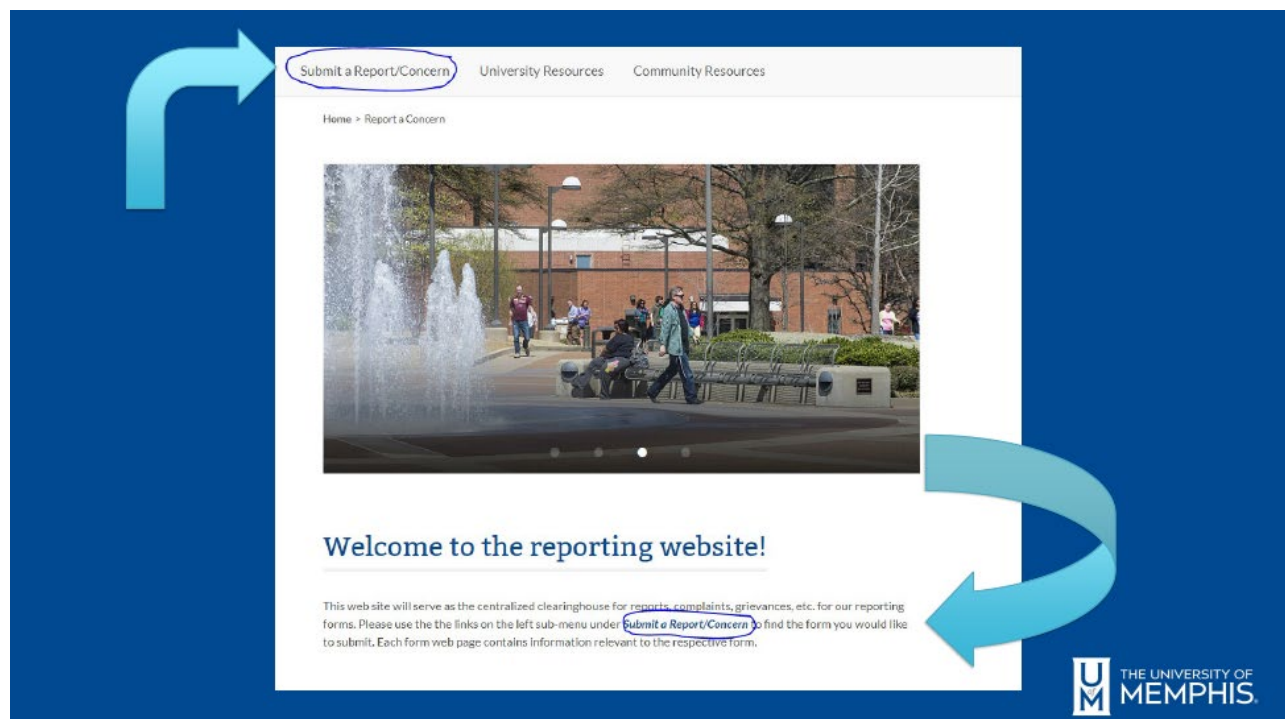
## Reminders

- Address problems at an early stage
- Provide students with written and/or verbal warnings
- Document all incidents
- Call police services immediately if you fear for any student's safety or your personal safety  
678-4357 (HELP)
- LiveSafe app can allow discreet reporting of problems without alerting subject.
- Do NOT worry about getting someone in trouble
- Multiple officers are Crisis Intervention Team (CIT) trained



# Student Misconduct

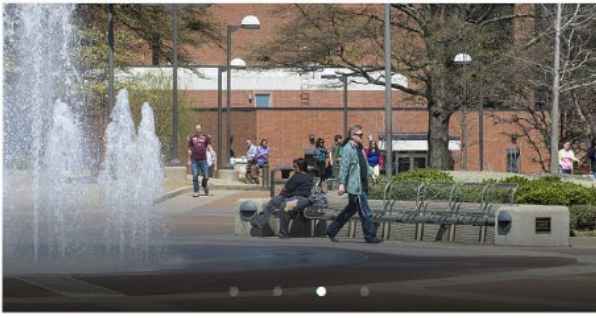
- Report incidents to the Office of Student Accountability and department chair/dean.
- Conduct officer, chair, and instructor will meet before the next class period to determine appropriate action.
- If parties agree that the student can return to class, appropriate disciplinary action will be determined by the Office of Student Accountability.
- Whether or not parties agree or disagree that a student should be excluded from a course, a hearing will be scheduled by the Office of Student Accountability.



The screenshot shows the 'Submit a Report/Concern' page of the University of Memphis reporting website. A large blue arrow on the left points to the 'Submit a Report/Concern' link in the top navigation bar. Another large blue arrow on the right points from the 'Submit a Report/Concern' link in the left sub-menu to the main content area. The page features a header with 'Submit a Report/Concern', 'University Resources', and 'Community Resources'. Below the header is a breadcrumb trail 'Home > Report a Concern' and a large image of a campus fountain. The main heading is 'Welcome to the reporting website!'. Below this is a paragraph of text explaining the website's purpose as a centralized clearinghouse for reports, complaints, and grievances, and instructing users to use the links in the left sub-menu under 'Submit a Report/Concern' to find the appropriate form.


[Submit a Report/Concern](#) [University Resources](#) [Community Resources](#)

[Home](#) > [Report a Concern](#)



## Welcome to the reporting website!

This website will serve as the centralized clearinghouse for reports, complaints, grievances, etc. for our reporting forms. Please use the links on the left sub-menu under [Submit a Report/Concern](#) to find the form you would like to submit. Each form web page contains information relevant to the respective form.

 THE UNIVERSITY OF  
MEMPHIS.

# Submitting a Student of Concern report

**EMERGENCY?**  
Please contact  
University Police Svs.  
(ext. 4357)  
Or 9-1-1

On-Hand  
Resources  
For  
easy  
referencing

## Submit a Report/Concern

The University of Memphis is committed to responding appropriately to concerns and complaints. Please use this site to inform the appropriate department of the issue, find University resources, and connect local crisis resources.

In an emergency situation, **University Police Services** (901.678.4357) or local law enforcement (9-1-1) should be contacted prior to submitting a concern or complaint.

The forms linked on the left menu are available for Students, Faculty, Staff, and Community Members to submit information to the appropriate University office or official:

- Concerns regarding unusual behavior or distressed **Students of Concern** will be forwarded to the Office for Student Leadership and Support.
- General **Student Misbehavior** and/or **non-academic Misconduct** will be forwarded to the Office for Student Accountability.
- Reports of **Hazing** will be forwarded to the Office of Student Leadership and Involvement and the Office for Student Accountability.
- Reports of **Academic Misconduct** will be forwarded to the Office for Student Accountability.
- Complaints about **Sexual Misconduct**, including Sexual Assault, Sexual Harassment, Stalking, and Domestic/Dating Violence are investigated by the Office for Institutional Equity.
- Complaints of **Discrimination, Harassment, and Retaliation** are investigated by the Office for Institutional Equity.

Please note that confidential resources are available on campus and in our local community for students wishing to remain confidential while also seeking assistance:

### Memphis Campus

- University Counseling Center, [www.memphis.edu/counseling/](http://www.memphis.edu/counseling/), 214 Wilder Tower, 901.678-2068, [counseling@memphis.edu](mailto:counseling@memphis.edu)
- University Student Health Center, [www.memphis.edu/health/](http://www.memphis.edu/health/), 901.678.2287
- Shelby County Rape Crisis Center, [www.shelbycountyttn.gov/index.aspx?NID=737](http://www.shelbycountyttn.gov/index.aspx?NID=737), 901.222.4350
- Family Safety Center, [www.family-safetycenter.org](http://www.family-safetycenter.org), 901.222.4400
- Memphis Crisis Center, [www.memphis-crisiscenter.org/?page\\_id=602](http://www.memphis-crisiscenter.org/?page_id=602), 901.274.7477
- Here4TN.com, [www.here4tn.com](http://www.here4tn.com), 1.855.437.3486

### Lambuth Campus

Utilize the "S.O.C" report to report non-emergency student concerns and/or follow-up reporting for emergency concerns



# Submitting a Student of Concern report

## Student's Information

Please provide as much information as you know about the student. Faculty and Advisors may be able to provide a U# from a class roster.

Name	Select Gender	ID Number	Date Of Birth (YYYY-MM-DD)
<input type="text"/>	Please choose...	<input type="text"/>	<input type="text"/>
Best Phone number	Email address	Hall/Address	
<input type="text"/>	<input type="text"/>	<input type="text"/>	

[Add another](#)

To assure accurate identification in report, PLEASE provide the following:

**Name**  
**Student U ID#**

**Best method of contact (Phone number or email address)**

**\*\*Student's U# will auto-populate information from Banner\*\***



### Information About the Concern

Please provide a brief description of the concern, incident, or reason for your referral. *(Required)*

Academic Concerns for this student. Check any that apply.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Academic Difficulty | <input type="checkbox"/> Extended Absence                | <input type="checkbox"/> Student/Student Conflict            |
| <input type="checkbox"/> Accommodations      | <input type="checkbox"/> Failure to Complete Assignments | <input type="checkbox"/> Concerning Writing in Academic Work |
| <input type="checkbox"/> Excessive Absences  | <input type="checkbox"/> Faculty/Student Conflict        | <input type="checkbox"/> Other (please describe above)       |

Personal, emotional, or behavioral concerns for this student. Check any that apply.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Bereavement                  | <input type="checkbox"/> Suspected Substance Abuse             | <input type="checkbox"/> Self Harm                           |
| <input type="checkbox"/> Concerning Behaviors         | <input type="checkbox"/> Homesickness                          | <input type="checkbox"/> Suicide Attempt                     |
| <input type="checkbox"/> Disruptive Behaviors         | <input type="checkbox"/> Housing Issues                        | <input type="checkbox"/> Suicide Ideation                    |
| <input type="checkbox"/> Concerning Notes or Messages | <input type="checkbox"/> Mental Health General                 | <input type="checkbox"/> Relational Issues                   |
| <input type="checkbox"/> Financial Concerns           | <input type="checkbox"/> Change in Affect                      | <input type="checkbox"/> Victimization                       |
| <input type="checkbox"/> Chronic Illness              | <input type="checkbox"/> Depression/Anxiety/Stress/Anger/Other | <input type="checkbox"/> Missing or Unable to Locate Student |
| <input type="checkbox"/> Injury                       | <input type="checkbox"/> Emergency Evaluation                  | <input type="checkbox"/> Other (please describe above)       |

Details, Details,  
DETAILS!!!

Descriptive and  
thorough  
contextual  
information, IS  
BEST!!



Have you talked to or corresponded with this student about your concern? *(Required)*

- ☐ Yes  
☐ No

Do you wish to remain anonymous if/when this student is contacted? *(Required)*

- ☐ No  
☐ Yes \*Note: If it is your preference to remain anonymous, UoM and the Office of the Dean of Students will make efforts to maintain anonymity. However, please know that anonymity can never be guaranteed.

What is your relationship to the student?

If applicable, in which of your courses is this student enrolled?

How can the university best assist you with this concern?

I understand that referrals from this form will be received during normal University business hours and are not monitored after hours, on weekends, or during official University holidays / closings. Please contact University Police Services at (901) 678-4357 if there is an immediate risk of harm to self or others prior to submitting this form. *(Required)*

- ☐ Yes, I understand.



### Supporting Documentation

Photos, video, email, and other supporting documents may be attached below. 1GB maximum total size.  
**Attachments require time to upload, so please be patient after submitting this form.**

Choose files to upload

Choose Files

### Copy notification to Other Offices

Please select any additional offices you wish to receive this information. Note that the University will route the report to the most appropriate office. **DO NOT USE THIS FEATURE TO REPORT AN EMERGENCY**

- |   |  |
|---|--|
| <input type="checkbox"/> University Counseling Center | <input type="checkbox"/> Disability Resources for Students |
| <input type="checkbox"/> Police Services              | <input type="checkbox"/> Office for Institutional Equity   |
| <input type="checkbox"/> Dean of Students             | <input type="checkbox"/> Office of Victim Services         |

### One last step ...

*Help us prevent spam reports by completing this captcha.*

**NOTE:** if you do not see a gray box with a checkbox that says "I'm not a robot", please try a different web browser.

☐ I'm not a robot



Submit report

## **PROGRESS REPORT AND PLAN OF ACTION**

### **Budget and Finance Committee**

#### **The Faculty Senate**

**February 23, 2021**

### **A: Progress Report**

1. After several meetings with Zabi, Jeff, James, and Bridgett of the OIR, the LMCIS Dashboard for material, measurable, relevant, and SRI-driven educational and financial KPIs for all departments and colleges is already prepared and the link is posted on the Faculty Senate website and available below. Included in this LMCIS dashboard are actual KPIs for the past four years and benchmarks.
2. In the previous Faculty Senate Meeting on January 26, 2021, it was approved that Faculty Senators will be directed to the “LMCIS Dashboard” and asked to caucus with the faculty in their units on perceived strengths, weaknesses, and inefficiencies using the material, measurable and SRI-driven KPIs. We need to emphasize that faculty should focus on the reality of best uses of existing funds and resources as opposed to simple, continuing increases in funds and resources. LMCIS Dashboard contains OIR identified material KPIs, a link to departmental and college administrative budgets (current and past budgets), financial and educational KPIs prepared by the WGBFC, the initial LMCIS prepared by the WGBFC and other related materials.

### **B: Plan of Actions**

1. Today, we have invited Bridgett to educate us how to use the LMCIS dashboard.
2. Senators are requested to have a meeting with their respected department and discuss KPIs including strengths and weaknesses and ways

for maiming educational and financial sustainability of departments, colleges, and the university. We request that senators report back to the Budget and Finance Committee by March 15, 2021.

3. The WGBFC will compile inputs from Senators and prepare a comprehensive plan of actions to implement phase I of the LMCIS review process.
4. The preliminary results of the Phase I review will be presented to the Faculty Senate on the March 23, 2021 Meeting of the Faculty Senate.
5. The WGBFC will meet with Deans individually to review KPIs and faculty responses. Deans will be able to review and provide feedback.
6. Based on KPIs, faculty responses, and dean responses, the WGBFC will prepare draft Phase I final reports.
7. The WGBFC will present the review report first to the BFC and then to the Faculty Senate for review and comments (electronically) in early April and the final report for approval at the April 27, 2021 meeting of the Faculty Senate.
8. The approved LMCIS review report with recommendations will be submitted to the Provost for further consideration and action in April 2021.

Below is the link to the LMCIS Dashboard:

<https://app.powerbi.com/groups/eaacb2ce-aad6-49b3-96b5-507d83a06dfd/reports/c4bd45ff-1c08-485b-b10e-acddf0e0f090?ctid=ae145aea-cdb2-446a-b05a-7858dde5ddba>

Additional attached documents are initial sustainability report, financial KPIs, and non-financial KPIs.

School Name

**Program**  
Financial Key Performance Indicators (KPIs)

Date

KPI *	2019	2020	Projection	Notes/Justifications
<b>Revenues</b>				
Basic Tuition				
Credit hours				
Revenue per student (undergraduate, graduate, doctoral)				
Amount of credit hours per instructor				
Amount of credit hours per TTR faculty				
Degrees				
External grants and contracts				
% of TTR with significant external				
Average external \$\$ generated per TTR faculty				
Clinics (if applicable)				
Others (e.g. clinical and lab)				
<b>Expenses</b>				
Cost per student (undergraduate, graduate, and doctoral)				
Degrees per tenure-track faculty				
Avg # of credit hours per instructor				
Avg # of credit hours per TTR faculty				
Instruction Expenses Per FTE				
Number of full-time staff per full-time faculty member				
Number of administrative faculty (associate deans) per full-time faculty				
Number of directors per students (undergraduate, graduate, and				
Admin/Staff expenditures				
Others (please specify)				

\* For items that are not applicable to your program please write N/A in the "Notes" field

Identified problems/challenges

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Identified strengths/opportunities

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Evaluation and suggestions

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School Name

**Program**  
**Nonfinancial Key Performance Indicators (KPIs)**

Date

KPI *	2019	2020	Projection 2021	Notes/Justifications
<b>Students</b>				
Current No. of full-time students				
Current No. of part-time students				
Average No. of courses taken/semester				
ACT SAT GPA (average median range)				
Student Success, (e.g., retention, graduation)				
<b>Faculty</b>				
Median No. of courses per faculty				
No. of students per faculty				
Median (range) of published manuscripts				
Median (range) of conference presentations				
Median (range) of submitted/received grants				
Median (range) scholarly research and creative activities				
Number of supported GAs				
Number of faculty support staff				
<b>Program</b>				
No. of credit hours required to earn degree				
No. of on-ground courses offered				
On-ground class size (median average)				
No. of online courses offered				
Online class size (median average range)				
Avg class size (Lower upper Grad)				
Percentage of courses taught by FT faculty				
No. of admitted students				
Admission rate (No. admitted/No. applied)				
Enrollment rate (No. enrolled/No. admitted)				
Graduation rate (No. graduated/No. enrolled)				
<b>Additional criteria</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
External accreditation and certification*				
Student job placement				
Student participation in research (number)				
Student publications (if yes, average)				
Shared faculty governance				
Roles and Rewards document				
Diversity faculty staff students*				
Retirement incentives for faculty and staff*				
Others (e.g., certifications, bar passage)				

\* For items that are not applicable to your program please write N/A in the "Notes" field

\*\* For full-time students

School Name	Program	Date
Identified problems/challenges		
<hr/>		
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Identified strengths/opportunities

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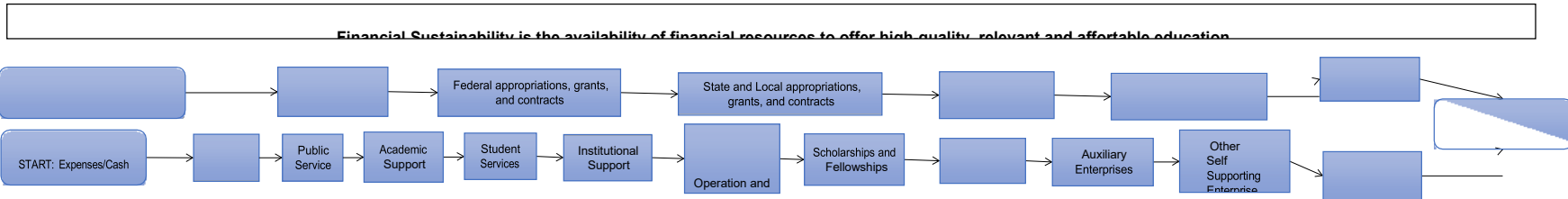
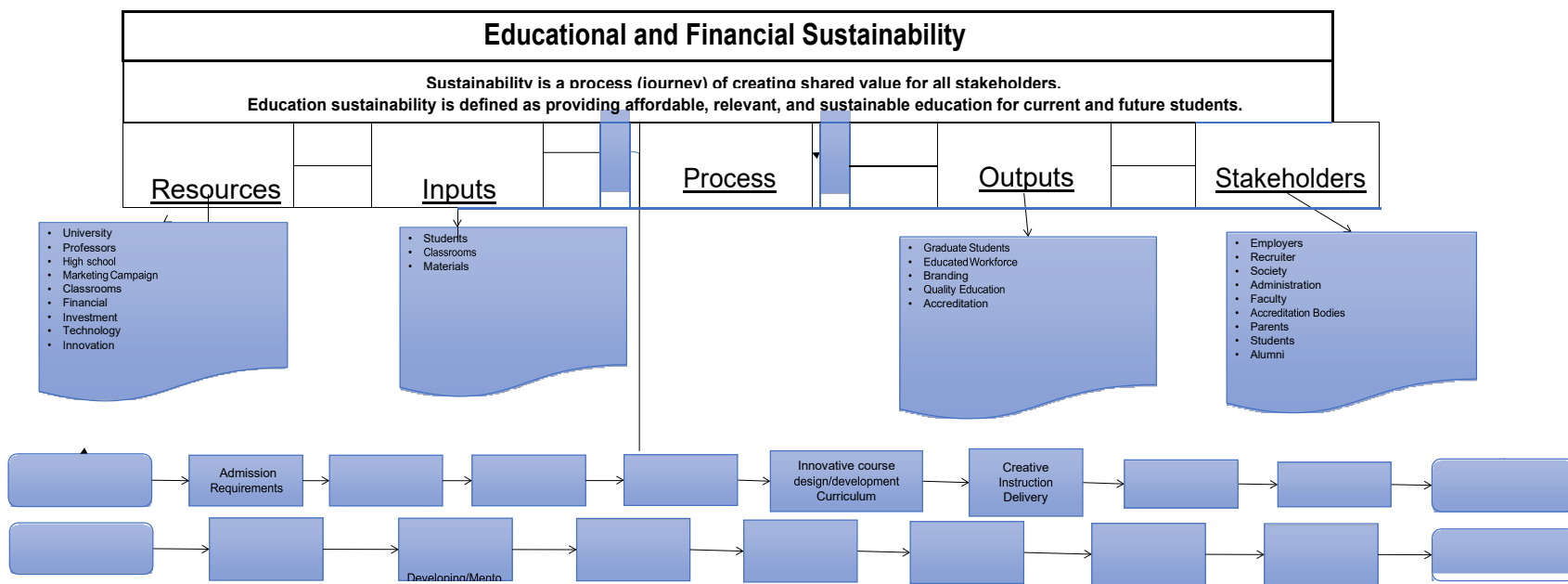
Program evaluation and suggestions

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# EDUCATIONAL AND FINANCIAL SUSTAINABILITY IN THE AFTERMATH OF THE COVID-19 PANDEMIC: IMPLICATION OF LEAN MANAGEMENT AND CONTINUOUS IMPROVEMENT STRATEGIES AT THE UNIVERSITY OF MEMPHIS

## I. Introduction

The public including parents, students and taxpayers, regulators, business organizations, and the academic community are taking a closer look at higher education institutions to find ways to hold them more accountable for achieving their mission of providing higher education with affordable and relevant curriculum while preparing students for leadership roles in a modern, the technology-driven and globally competitive marketplace. A 2012 study of 1,700 public and private higher education institution suggests that about one-third of colleges and universities have been on an unsustainable financial path and another 28 percent are at the risk of becoming unsustainable<sup>1</sup>. Tuition at public universities and colleges has significantly increased in the past decade (about 9% in 2012) as state governments have slashed university funding.

Recent higher education is being perceived as costing too much and achieving too little. In recent years and prior to the 2020 COVID-19 pandemic, financial positions of many colleges and universities were strong because of higher enrollment and generous endowments but conditions have changed for many of these institutions.<sup>2</sup>

Colleges and Universities in the United States are anticipating a significant revenue loss resulting from the pandemic. For example, the University of Michigan anticipates a loss of up to \$1 billion whereas Harvard University is expecting a \$750 million revenue shortfall in

2020.<sup>3</sup> The revenue shortfall for the University of Memphis for 2020 is estimated at \$50 million.

Recently, the University of Memphis has been ranked among the world's top universities and is only one of the three honored in such a high ranking in the State of Tennessee (in addition to Vanderbilt and The University of Tennessee) according to the 2021 Times Higher Education World University Rankings.<sup>4</sup> The University of Memphis is in the process of obtaining a Carnegie level 1 research institution. Its education sustainability of offering affordable and high-quality education as well as relevant and impactful research and service is essential in this process. Figure 1 presents a model of education sustainability.

The 2020 COVID-19 pandemic has significantly altered business as usual for colleges and universities from primarily in-class learning to mostly virtual learning requiring more efficient and effective ways to meet the imposed financial challenges and restructuring of operations to ensure continuity and sustainability. The long-term sustainability of colleges and universities is vital to the economic growth and prosperity of our nation in preparing the next generation of human capital. The short-term financial effects of the pandemic on The University of Memphis include cash flow deficiencies resulting from losing dining revenues, parking fees, refunding of tuition and fees, room and boarding fees, and long-term uncertainty relevant to the continuation of delivering affordability and sustainability of education. The university has addressed the short-term budget effects of the pandemic by appointing a university wide Budget Reduction Taskforce on July 7, 2020. The Budget Taskforce has made several recommendations/strategies to address the immediate shortfall of \$17M, known as Phase I.

The long-term effects of the pandemic and sustainability of education at the University of Memphis are addressed by the Working Group of the Standing Advisory Budget and Finance Committee of the Faculty Senate (WGBFS), which was established on September 1, 2020. The WGBFS is charged with examining the sustainability and affordability of education at the University of Memphis in the aftermath of the COVID-19 pandemic by reviewing the educational activities of Academic Affairs Units. The review of all Academic Affairs Units will be conducted by using lean management and continuous improvement strategies presented in Figures 1-3, based on the financial and non-financial metrics outlined in Appendix B and strengths, weaknesses, opportunities, threats, safeguards/sustainability (SWOTS) analysis described in Appendix A, data gathering of Appendix C , and report preparation of Appendix D.

## II. Institutional Background

The social distancing response to the COVID-19 pandemic mandates that universities and colleges worldwide to transform their programs and courses to virtual and online classes for the foreseeable future. The COVID-19 pandemic has also caused many financial challenges for universities and colleges because of significant and continuing reductions in student enrollment and public sources of funding including government financial supports. The CARES Act provides some financial assistance by allocating \$32 billion to support all levels of education and \$7 billion for student aid. The University of Memphis (UoM) has considered guidelines provided at local, state, and federal levels to ensure a safe environment for students, staff, and faculty, maintain the education quality, and secure sustainability and financial health of the university.

Sustainable education starts in the classroom where we train future generations

of workforces and leaders to better understand community and market demands for higher education. The main objective of the UoM is to provide educational services to the community in creating, disseminating, and implementing knowledge. The main goal is to transform the University from Carnegie level 2 to level 1 in terms of research, academic and non-academic programs, serve the diverse students, and tailor our education programs toward the needs of students, neighborhood, or district betterment involvement.

At the University of Memphis, the administrators and the entire management team are facing significant challenges brought on by the COVID-19 pandemic. Among these challenges are protecting students and employees in terms of safety and health, changing the work environment to enable remote working, performing human capital risk assessment, dealing with supply chain disruption, and modifying the financial budget to provide adequate cash and liquidity. These challenges provide opportunities for universities to maintain continuity, sustainability and efficient transformation of their education, business, financial, and operational functions. The University of Memphis has responded to the challenges brought on by the COVID-19 pandemic by appointing a Budget Reduction Taskforce on July 7, 2020. The Budget Taskforce has made several recommendations/strategies for the following two phases:

1. Phase I - Recommendations/strategies to address the immediate known shortfall of \$17M.
2. Phase II - Recommendations/strategies to address any additional budget shortfalls because of a decrease in enrollments and/or additional financial impacts given the ongoing difficulties related to the COVID-19 pandemic.

The effective implementation of these two phases require a comprehensive and

coordinated approach by the central administration and all colleges, schools, and departments in consultation with the faculty senate in assessing and managing their activities. The lean management and continuous improvement strategies (LMCIS) provide a blueprint for an effective and guided execution of this complex task. The following sections provide insight into the basic features of the LMCIS and how they are applicable to institutions of higher learning as they make necessary adjustments in response to the unusually difficult circumstances brought on by the COVID-19 pandemic.

### III. Lean Management

The concept of lean management is very relevant in the post-COVID-19 era and applicable to the charge of the WGBFS in addressing education sustainability at the University of Memphis. There are three guiding principles of the lean management as related to the charge of the WGBFS: (1) promoting the main objective of delivering high quality, sustainable and affordable education by focusing on effective teaching, productive research, and impactful service; (2) implementing continuous improvement of identifying strengths and concerns and finding ways to consciously improving the education process; and (3) eliminate waste and duplication by optimizing the use of resources and restructuring, reengineering, and integrating activities. The lean management concept makes explicit link between cost management (cost centers) and performance management (revenue centers) as they are affected by managerial strategy in response to the COVID-19 challenges. The lean management is a process of examining efficiency, effectiveness, and program results to offer high-quality and affordable and sustainable educational programs. Two managerial concepts of cost management relevant to the cost centers and performance management relevant to



revenue centers are interdependent and should be integrated in achieving lean management and operational objectives and effectiveness. Cost management addresses the budget cuts of phase I in the context of lean management, whereas performance management focuses on continuous improvement in achieving sustainable high-quality education and generating revenues.

## IV. Continuous Improvement

Continuous improvement strategies involve classifying university activities into four categories: value-adding, non-value adding, essential, and nonessential. This approach has traditionally been used by business organizations.<sup>5</sup> The focus on continuous improvement has become more crucial in the aftermath of the COVID-19 pandemic. The university and its finance function and the CFO in consultation with the Faculty Senate are by necessity in a position to work with administration and colleges, schools, and departments in assessing what activities to restructure and what activities to prioritize. In the post-COVID-19 environment with advanced technological innovation, continuous improvement becomes crucial in gaining a competitive advantage and maintaining sustainability. Continuous improvement can enable the university to responsibly respond to challenges brought on by the COVID-19 pandemic and effectively implement recommendations of the Budget Taskforce. University activities and activities of each Academic Affairs unit in particular can be classified into four categories as depicted in Figure 2:

### A. Highest Value-Adding and Essential

These activities add value to the university's main purpose and mission of offering high-quality, affordable, and sustainable education and are essential in maintaining the continuity and sustainability of the university. These activities such as teaching, and

research are adding value and any disruption can have detrimental effects on sustainability. Examples of these activities are productive undergraduate, graduate, and PhD programs with effective teaching, productive research, and meaningful services. All academic programs that are cost-effective and efficient are considered value-adding and essential.

### **B. High Value-Adding but Less-Essential**

These are activities that are considered as value-adding but not necessary revenue generating and may be reduced without losing the value-added feature through re-engineering and restructuring. Colleges, schools, and departments should consider optimizing these activities in the post- COVID-19 pandemic and in the light of the current budget cuts. Example of these activities are excessive administrative and staff activities and related compensation.

### **C. Low Value-Adding but Essential**

These are activities that do not add value but are essential. Example of these activities are administrative and staff activities including physical plant. However, activities such as middle- level managerial positions (e.g., associate deans, directors, unnecessary staff) should be minimized, especially in the post-COVID-19 era.

### **D. Lowest Value-Adding and Less-Essential**

These are activities typically excluding academic programs that neither add value nor are considered essential and thus must be restructured, consolidated, or eliminated in the post- COVID-19 era to ensure continuity and sustainability. Example of these activities are unnecessary administrative, staff, and instructor positions. At the present time the WGBFS is unaware of any University of Memphis academic programs that should be judged to be, “Non- Value-Adding and Non-Essential”.

## v. Plan of Action

Colleges and universities have developed a multi-phase plan for reopening their on campus activities with varying timeframes for implementing each phase all with the final phase aiming at allowing students, staff, and faculty return to campus eventually. Some classes can continue to be online and conducted virtually with remote learning. The business recovery, sustainability, and transformation are essential components of strategic planning for coping with growing challenges caused by the COVID-19 pandemic. The central administration in collaboration with colleges and faculty senate should consider all possibilities and scenarios under which the university can survive, recover, and continue sustainable performance in offering high-quality education.

On September 1, 2020, Provost Nenon requested the Faculty Senate Budget and Finance Committee (BFC) to conduct Lean Management and Continuous Improvement reviews of the Academic Affairs units. The BFC has formed the WGBFS consisting of:

Alena Allen (BFC Member, Law School)

Tom Banning (Past President of Senate,  
Engineering) Greg Barnes (KPMG Office

Managing Partner, Alumni) Coriana Lynne Close  
(BFC Member, Art)

Mihalis Golias (Civil Engineering)  
Henry A. Kurtz (Chemistry  
Department)

Ken Lambert (Past President of Faculty Senate, School of  
Accounting) Mohamed Laradji (Department of Physics)

Holly Lau (BFC Member, Theatre &  
Dance) Fawaz Mzayek (BFC Member,  
Epidemiology) James Orr (ex-Officio,

Assistant Vice Provost)

Vickie Peters (School of Urban Affairs and Public Policy)

Darryl Poole (Bentley University Trustee Emeritus, Advisory: MIT/Sloan  
School) Zabihollah (Zabi) Rezaee (Chair, School of Accountancy)

Genae D. Strong (School of Nursing)

Scott Sundvall (Arts & Sciences,  
English)

Máté Wierdl (BFC Member, Math Sciences)

The WGBFS is charged with:

- Conducting financial and educational sustainability reviews of various academic units at the University of Memphis.
- Reviewing and evaluating efficiency of administrative faculty and staff support in each unit.
- Reviewing and evaluating academic programs and identifying low producing programs that may be unsustainable and need restructuring, downsizing, or consolidation.

The WGBFS will work under an accelerated timeline. We will start the review process in November 2020, to meet with all administrators of the Academic Affairs units in Fall 2020, prepare its preliminary review report in January and February 2021, discuss its review reports and related recommendations with each unit administrators in March 2021, present the final review reports to the BFC for approval, present review report to the Faculty Senate for the final Approval, and finally forward review reports to the Provost for consideration in April 2021.

The WGBFC will meet with the central administration, colleges, schools, departments, and other units to discuss the relevance of LMCIS in ensuring continuity and sustainability of the university's education programs. We plan to view the University and each of the Academic Affairs unit as a community of faculty, students, administrators, and staff who are gathered to support learning by creating knowledge, disseminating knowledge, and implementing knowledge. This would be done through:

1. Shared governance

2. Collegiality (Respect for others).
3. Diversity, equity, and inclusion.
4. Integrity and honesty and competency in our academic, personal, and professional affairs.
5. Shared value creation.
6. A sustainable culture of accountability and transparency.

We will work with each Academic Affairs unit in preparing the assessment of strengths, weaknesses, opportunities, threats, safeguards/sustainability (SWOTS) analysis as detailed in Appendix A. For all involved Please do not hesitate to reach out to the WGBFS for assistance, consultation, and recommendation.

The WGBFS plan of action is to:

- a) Meet with the administrators and faculty representatives of the academic units this Fall 2020 to provide them with LMCIS framework and guidelines.
- b) Oversee the faculty-driven and self-assessed review processes conducted by leadership in all academic units.
- c) Obtain and discuss review reports from all academic units and address recommendations relevant to financial and educational sustainability in March 2021.
- d) Present the final review reports to the Senate Budget and Finance Advisory Committee for approval.
- e) Present review reports to the Faculty Senate for final approval.
- f) Forward review reports along with related recommendations to the Provost for consideration in April 2021.

To effectively conduct reviews of all academic units, the WGBFC is divided into two teams. The first team is led by Ken Iamler and Greg Barnes and Alena Allen in reviewing financial sustainability of academic units during and in the aftermath of the COVID-19 Pandemic. The second team is led by Holly Lau, Henry Kurtz, Darryl Poole and will review educational and program sustainability of all academic units in the post-pandemic era.

### The first team consists of:

Alena Allen (Team Leader, BFC Member, Law School)

Greg Barnes (Team Leader, KPMG Office Managing Partner,

Alumni) Mihalios Golias (Civil Engineering)

Ken Lambert (Team Leader, Past President of Senate, School of

Accounting) Fawaz Mzayek (BFC Member, Epidemiology)

Mohamed Laradji (Department of Physics)

James Orr (ex-Officio, Assistant Vice

Provost)

Vickie Peters (School of Urban Affairs and Public Policy)

Darryl Poole (Bentley University Trustee Emeritus, Advisory: MIT/Sloan

School) Zabihollah (Zabi) Rezaee (School of Accountancy)

Scott Sundvall (Arts & Sciences,

English) Máté Wierdl (BFC Member,

Math Sciences)

### The second team consists of

Tom Banning (Past President of Senate,

Engineering) Coriana Lynne Close (BFC

Member, Art)

Greg Barnes (KPMG Office Managing Partner, Alumni)

Ken Lambert (Past President of Senate, School of

Accounting) Henry A. Kurtz (Team Leader, Chemistry

Department)

Holly Lau (Team Leader, BFC Member, Theatre &

Dance) James Orr (ex-Officio, Assistant Vice Provost)

Darryl Poole (Team Leader, Bentley University Trustee Emeritus, Advisory: MIT/Sloan School) Zabihollah (Zabi) Rezaee (School of Accountancy)

Genae D. Strong (School of Nursing)

Figure 1

## Educational Sustainability Model

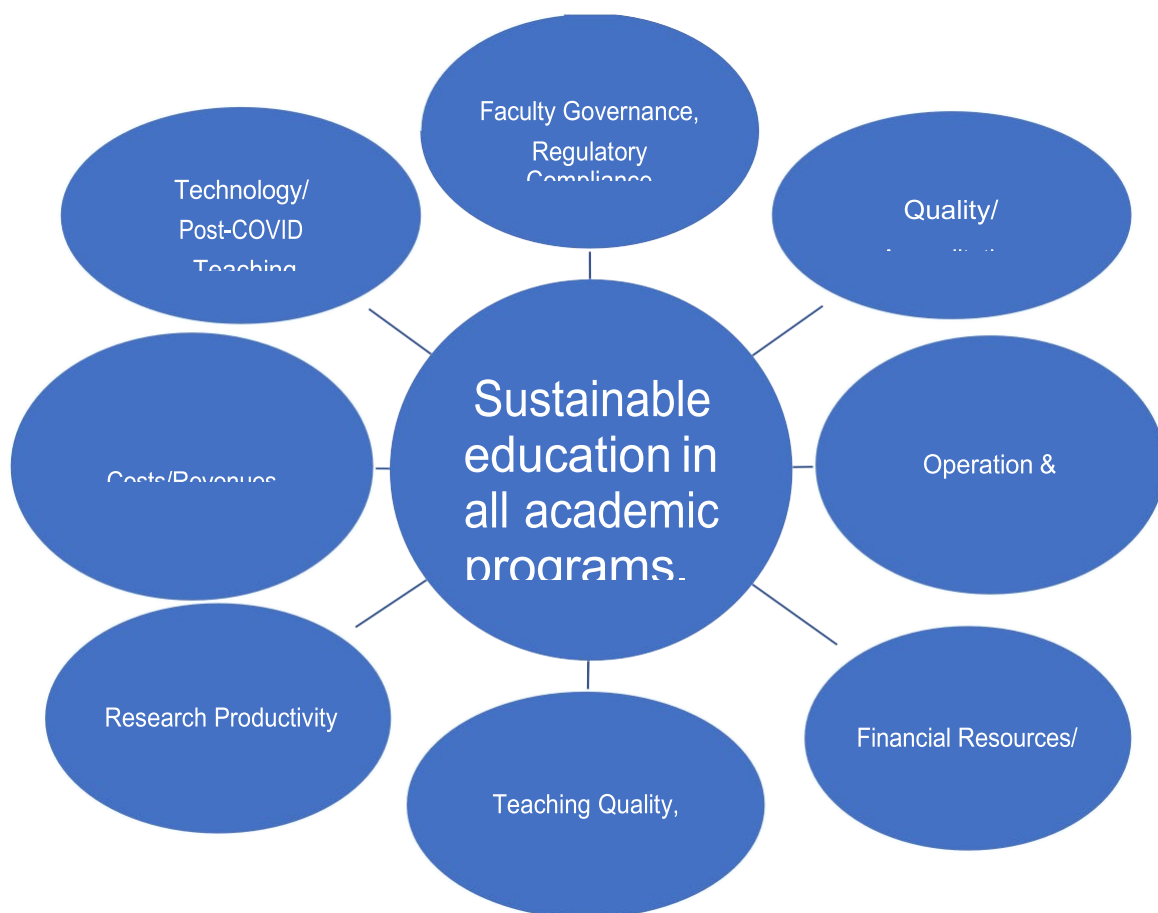


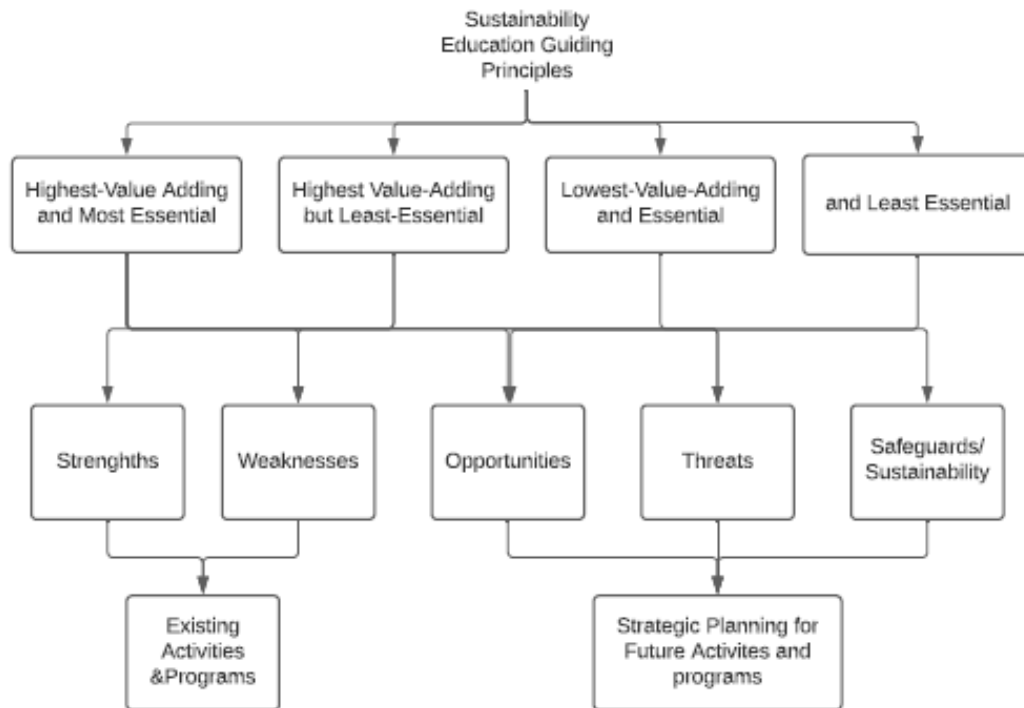


Figure 2

**Continuous Improvement Model in the Aftermath of the COVID-19 Pandemic**

	Highest Value-Adding Activities	Lowest Value-Adding Activities
Most Essential Activities	Strategic Focus <b>A</b>	Managerial Focus <b>C</b> Re-Prioritize
Least Essential Activities	Technical Focus <b>B</b>	Cost saving Focus <b>D</b> Minimize and

Figure 3



## Appendix A

### **Strengths, Weaknesses, Opportunities, Threats, Safeguards/Sustainability (SWOTS) Analysis**

#### **A. Objective and Goals**

The main objective is to provide educational services to the University Community in creating, disseminating, and implementing knowledge. The attainable goals are to:

1. Transform the University from Carnegie level 2 to level 1 in terms of research, academic, and non-academic programs.
2. Serve the diverse students and tailor our education programs toward the needs of students and the local communities.
3. Engage local communities and promote participatory research based on valid community needs assessments.
4. Continuously support and expand high-quality research and enhance knowledge dissemination and sharing on the local, state, national, global levels.
5. Create an ethical, healthy, safe, educational, and fun campus environment.
6. Promote high quality and quantity academic and non-academic programs.
7. Promote transparency and accountability: At the University, transparency is providing insight into how money is generated and how it is spent, and decisions are made in improving the quality of educational services, innovation, growth, efficiency, and effectiveness.
8. Support student success and wellbeing.
9. Create College-town feeling on and around our campus by investing in the neighborhood betterment projects.
10. Strategic planning process.
11. Guiding values and commitments.

#### **B. Opportunities**

Opportunities provided by LMCIS in achieving high quality, affordable, and cost-effective academic programs and thus, sustainable education are:

1. Classifying activities to the four categories of value-adding, non-value-adding, essential, and non-essential.
2. Implementing the lean management concept.

3. Promoting accountability at the university level and within all colleges and academic programs.
4. Achieving sustainable, affordable, and cost-effective college education.
5. Encouraging colleges and academic units and programs to plan to provide education in a sustainable manner in light of potential budget cuts and due to the COVID-19 pandemic.
6. Encouraging shared-governance and faculty participation in curriculum design and development.
7. Enabling linking strategic planning to the mission through the strategic resource investment initiative (SRI) model.
8. Identifying strengths and concerns of each academic program, college, and university overall.
9. Promoting risk assessment and management.
10. Creating a system of checks and balances.
11. Discovering ineffectiveness and inefficiencies.
12. Identifying sustainable and productive colleges and academic programs as well as unsustainable and challenging colleges and academic programs.
13. Creating incentives for faculty to improve their research productivity, teaching effectiveness, and service commitments.
14. Creating value for all university constituencies (administrators, faculty, students, staff, alumni, government, and the community).

## C. Challenges and Threats

Challenges and threats relevant to the implementation of LMCIS are as follows:

1. It should be linked to the university/college strategic planning.
2. It should be based on flexible planning and budgeting rather than static planning.
3. It should be based on the concept of lean management by identifying multiple revenue drivers and cost drivers and their strengths and weaknesses.
4. It should encourage collaborations and interdisciplinary programs among colleges/academic programs rather than creating competition among colleges and programs.
5. It should not allow colleges to use it as a way of highlighting deficits to reduce their burden of franchise fee demanded by central administration.
6. It should be linked to both quantitative and qualitative factors and drivers based on balance scorecards of achieving both quality and quantity of programs.
7. It should recognize that the LMCIS are not perfect and mistakes may occur in forecasting and judgments may require modifications.
8. It should emphasize the importance of the LMCIS as a planning device.
9. It should encourage wide participation in LMCIS development and preparation at

all levels by faculty and administrators.

10. It should demonstrate the LMCIS have the complete support of administrators and faculty, especially the central administration.
11. It should harmonize curriculum and course offerings within and across colleges and schools to eliminate redundancies, take advantage of scale and reduce costs.
12. It should identify both poor and good performance, reward good performance, and minimize bad performance.

#### D. Strengths/weaknesses

1. Enhancing quality and quantity of enrolled students.
2. Provide security, health, and safety for students, staff, and faculty.
3. Ensure cybersecurity.
4. Deliver and monitor the integrity of online courses.
5. Use smart classroom with High-Tec equipment.
6. Promote shared governance in all colleges.
7. Prioritization of expenditures.
8. Create a right balance between short term and long-term needs.
9. Focus on longer-term demographics.
10. Address the competitive marketplace in higher education.
11. Invest in capital programs and their impact on current program delivery.
12. Transparency and accountability: lack of hidden agendas and conditions, availability of full, accurate, and complete information. Transparency is not as simple as disclosing and sharing the last budget or sharing minutes of the last meeting about key performance indicators and how accurately they are being disclosed.
13. Focus on Strategic Resource Investment (SRI) initiative to develop a better more responsive, transparent, and flexible way to provide information useful in making resource allocation decision.
14. Address challenges an increasingly complex population which includes 'traditional' students, non-traditional students, students re-entering the workplace, students transitioning from Military service, urban-based students, rural-based students, unprepared student populations, on-line and technology-oriented students, and senior/continuing education students

## Appendix B

### Financial and Non-Financial Key Performance Indicators

Challenges imposed by the COVID-19 pandemic demand colleges and universities to present reliable, relevant, transparent, and useful financial and nonfinancial information on their key performance indicators (KPIs) pertaining to their educational sustainability. Key performance indicators (KPIs) are often quantifiable measurements that reflect the critical success factors of colleges and universities and help them define and measure progress toward achieving goals.

#### 1. Financial/Quantitative Key Performance Indicators

- Admin/Staff expenditures
- Operating results
- Total expenses
- Net tuition
- Return on Endowment
- Endowment Pool
- Endowment Scholarship
- Endowment Assets Per full-time equivalent students (FTE)
- Core Operating Margin (surplus)
- Tuition as A Percentage of Core Revenues
- Percent Freshman Getting Institutional Grants.
- TT, NTT, and PT faculty headcounts
- Instruction Expenses Per FTE
- Research Expenditures
- Investment in human capital, financial and other resources
- Direct instruction costs per credit hour
- Direct instruction costs per full-time equivalent student (at each degree level)
- Student support services costs per full-time equivalent student
- Research costs (direct and indirect) per high-quality (A+ and A) publication
- External sponsored research funding in total
- External sponsored research funding per full-time equivalent faculty
- Number and amount of Grant proposals.
- Number and amount of Grant awards
- Administration costs per full-time equivalent student
- Administration costs per full-time equivalent faculty
- Tuition(net) per FTE
- Non tuition revenue
- Unrestricted EXP-Instructional, Research, and Academic support
- Graduate assistant support, master and PhD.
- Average credit hours taught by TT vs NTT
- Avg class size (upper, Lower, Grad, PhD)
- Percentage of courses taught by FT faculty

## 2. Non-Financial/Qualitative Key Performance Indicators

- Student admission
- Student retention
- Student success/graduation
- Students' evaluation of the program
- Majors and degrees-Bachelors, Masters, and Doctoral
- Credit hours instructed
- Research productivity
- Diversity, equity, and inclusion (students, staff, and faculty)
- Adjustment to challenges imposed by the COVID-19 Pandemic
- Community engagement
- Honors program
- Promoting a culture of competency, integrity, and accountability
- Advancing reputation, trust, and good image
- Visibility and reputation (state, national and international rankings, awards)
- Culture of integrity, competency, collegiality, and congeniality
- Cultural and Social Capital
- Community engagement opportunities
- Doctorates Conferred
- Postdoctoral fellows and other non-faculty researchers
- Community Engaged Scholarship and Action
- Integrated student learning (student advising and mentoring).
- Create shared value by developing an ecosystem approach to community partnerships
- Development of faculty-driven curriculum
- Shared governance document
- Roles and rewards documents
- Strategic resource initiative (SRI)
- Invest in faculty, staff, and other personnel
- Obtain and mobilize alumni
- Seek, secure, steward donors and funders
- Strive a system of transparency and self-governance and accountability
- Degrees awarded
- Graduation rates (4, 5, and 6-year)
- Job placement and advancement rates
- Retention rates
- Admission rates
- Yield rates
- Student academic preparation (e.g., high school/transfer GPA)
- Student diversity

- Meaningful university rankings (e.g., US News, Wall Street Journal, Financial Times)
- External accreditation and certification
- Student job placement, undergraduate, graduate, PhD)



## APENDIX C

### EDUCATIONAL AND FINANCIAL SUSTAINABILITY QUESTIONNAIRE

*This questionnaire is designed to determine educational and financial sustainability of Academic Affairs Units at the University of Memphis in the aftermath of the COVID-19 Pandemic. The pandemic has affected all facets of life from social to business, education, and governance and embarked on the new normal for the economy, business, and the future education. As the world has changed in response to the pandemic, higher education programs mirror this change in two ways. Significant challenges now exist for both the educational and financial sustainability of colleges and universities in the aftermath of the COVID-19 pandemic.*

*Education sustainability is defined as providing affordable, relevant, and sustainable education for current and future students. Financial sustainability is the availability of financial resources to offer such education. This questionnaire supplements the lean management and continuous improvement strategies (LMCIS) document and is intended to be used as a framework and guiding principle in the self-assessment review of all academic units (colleges/schools and departments).*

**1. Do you expect future demand for and interest in the following in the aftermath of the COVID-19 to?**

	Decrease	Remain the Same	Increase	Unsure
<b>Educational Sustainability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Financial Sustainability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What percentage of college courses are offered in person (face-to-face) in the pre - and-post COVID-19 Pandemic?

<b><u>% PRE- PANDEMIC</u></b>	<b>0- 25%</b>	<b>26-50%</b>	<b>51-75%</b>	<b>76-100%</b>
<b>COURSES</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>% POST- PANDEMIC</u></b>	<b>0- 25%</b>	<b>26-50%</b>	<b>51-75%</b>	<b>76-100%</b>
<b>COURSES</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What percentage of college courses are offered virtual (online) in the pre -and-post COVID-19 Pandemic?

<b><u>% PRE- PANDEMIC</u></b>	<b>0-25%</b>	<b>26-50%</b>	<b>51-75%</b>	<b>76- 100%</b>
<b>COURSES</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>% POST- PANDEMIC</u></b>	<b>0-25%</b>	<b>26-50%</b>	<b>51-75%</b>	<b>76- 100%</b>
<b>COURSES</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please indicate the extent that the ongoing COVID-19 pandemic has had on the following university functions by circling the appropriate responses where, 1=strongly disagree and 5=strongly agree. If you have no opinion, please indicate by choosing 0 under N/A.

<i>University Functions</i>	<b>Strongly</b> <b>y</b>		<b>Neutral</b>		<b>Strongly</b> <b>y</b>	<b>N/A</b>
<b>Administration</b>	1	2	3	4	5	0
<b>Staffing</b>	1	2	3	4	5	0
<b>Teaching</b>	1	2	3	4	5	0
<b>Research</b>	1	2	3	4	5	0
<b>Outreach</b>	1	2	3	4	5	0
<b>Fundraising</b>	1	2	3	4	5	0
<b>Service</b>	1	2	3	4	5	0
<b>Certification and</b>	1	2	3	4	5	0
<b>Others (please specify)</b>	1	2	3	4	5	0

5. Please indicate the importance of the following finance functions in the post- COVID-19 era by circling the appropriate number where, 1=least important and 5=most important. If you have no opinion, please indicate by choosing 0 under N/A.

	Least Importan		Neutral		Most Importan	N/A
<b>Financial and operational resilience to crises</b>	1	2	3	4	5	0
<b>Financial and operational response to crises (budget</b>	1	2	3		5	0
<b>Curriculum Changes</b>	1	2	3		5	0
<b>Program modifications</b>	1	2	3		5	0
<b>Cost Controls and management</b>	1	2	3		5	0
<b>Revenue Management</b>	1	2	3		5	0
<b>Lean Management</b>	1	2	3		5	0
<b>Continuous Improvement</b>	1	2	3		5	0
<b>Technologies and Virtual</b>	1	2	3		5	0
<b>Planning for the Future</b>	1	2	3		5	0
<b>Networking</b>	1	2	3		5	0
<b>Human Capital</b>	1	2	3		5	0
<b>Compensation</b>	1	2	3		5	0

6. Please indicate to what extent the following statements are relevant and important to your job as the dean in the aftermath of the COVID-19 pandemic where, 1=not at all and 5=all the time. If you have no opinion, please indicate by choosing N/A

	Not at	Smal l	Som e	Great exten	All the	N/A
<b>Continuity and Disaster Planning and Risk</b>	1	2	3	4	5	0

<b>Budgetary Decisions</b>	1	2	3	4	5	0
<b>Faculty and Staff Reassignments and Remote and Flexible Work Policies/teaching</b>	1	2	3	4	5	0
<b>Safety, Health, and Wellbeing of students,</b>	1	2	3	4	5	0
<b>Human Capital</b>	1	2	3	4	5	0
<b>Hiring</b>	1	2	3	4	5	0
<b>Fund Raising</b>	1	2	3	4	5	0
<b>Research Grants</b>	1	2	3	4	5	0
<b>Certification and Accreditation</b>	1	2	3	4	5	0
<b>Others (please specify)</b>	1	2	3	4	5	0

7. Please indicate to what extent the following statements are relevant and important to your duties and activities in your college during and in the aftermath of the COVID-19 Pandemic, where 1=not at all and 5=all the time. If you have no opinion, please indicate by choosing N/A

	<b>Not at</b>	<b>Small</b>	<b>Some</b>	<b>Great exten</b>	<b>All the</b>	<b>N/A</b>
<b>Managing</b>	1	2	3	4	5	0
<b>Teaching</b>	1	2	3	4	5	0
<b>Research</b>	1	2	3	4	5	0
<b>Outreach</b>	1	2	3	4	5	0

<b>Staffing Services</b>	1	2	3	4	5	0
<b>Consulting</b>	1	2	3	4	5	0
<b>University</b>	1	2	3	4	5	0

8. Please indicate the importance of the following considerations in reopening your college in effectively protecting students, faculty, staff, and administration by circling the appropriate number where 1=least important and 5=most important. If you have no opinion, please indicate by choosing 0 under N/A.

	<b>Least Important</b>		<b>Neutral</b>		<b>Most Important</b>	<b>N/A</b>
<b>Faculty and students engage in virtual- only learning options, activities, and events</b>	1		3	4	5	0
<b>Small in-person classes, activities, and events</b>	1		3		5	0
<b>Hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes</b>	1		3		5	0
<b>Full-sized in-person classes, activities, and events</b>	1		3		5	0
<b>Residence halls opening</b>	1		3		5	0
<b>Self-isolation and stay at home policy for students, faculty, and staff who have been sick, tested positive, or exposed to COVID-19</b>	1		3		5	0
<b>Reinforce hygiene and respiratory etiquette policy</b>	1		3		5	0
<b>Reinforce use of cloth face covering policy</b>	1		3		5	0

<b>Support healthy hygiene behaviors and supplies</b>	1		3		5	0
<b>Provide signs and messages for safety and health</b>	1		3		5	0
<b>Maintain safe and healthy campus</b>	1		3		5	0
<b>Provide options and protections for students, faculty, and staff at higher risk for severe illness from COVID-</b>	1		3		5	0
<b>Establish options for limiting non- essential travel</b>	1		3		5	0
<b>Establish designated COVID-19 point of contact</b>	1		3		5	0
<b>Establish leave, excused absence</b>	1		3		5	0

## 9. Demographic Questions

a. Name of your college (optional)

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b. Number of enrolled students in fall 2020

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c. Number of full-time faculty

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d. Number of departments/disciplines

---

e. Number of staff

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f. Others (please specify)

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## 10. Open-Ended Questions

*We are seeking your reactions to the current and future university budget cuts and your actionable and reasonable suggestions for achieving educational and financial sustainability.*

### A. Financial Sustainability Questions

1. Financial issues and challenges
2. Administrative expenditure revisions/cuts
3. Staff expenditure revisions/cuts
4. Faculty expenditure revisions/cuts (e.g., travel, equipment, supplies)
5. Total expenses revisions/cuts relevant to all programs
6. Tuition revisions/increases/decreases
7. Endowment revisions/ increases/decreases
8. Research grant revisions/increases/decreases
9. External/Internal Funds revisions/increase/decreases
10. Total revenue revisions/increases/decreases
11. Student support services revisions/ cuts/increases
12. Research expenditures revisions/cuts/increases
13. Undergraduate/graduate/PhD support revisions
14. Budget and emergency funds
15. The length of time that the pandemic will affect your units' operations
16. Necessary adjustment to your budget in response to the budget cuts caused by the pandemic
17. Others (please specify)

### B. Educational/Programs Sustainability

1. Shared governance revisions
2. Strategic resource initiative revisions
3. Roles and rewards revisions
4. Administrative restructuring, revisions, and success
5. Student revisions and success (e.g., national recognition, degrees awarded, graduate rate, job placement, retention, and admission)
6. Research revisions and success (e.g., internal/external grants, research expenditures)
7. Faculty-driven curriculum revisions
8. Modifications to the administrative structure of academic programs
9. Modifications and recommendations for university level structural changes
10. Diversity/Inclusion revisions
11. Staff restructuring revisions
12. Faculty restructuring and revisions
13. Organizational restructuring and revisions
14. Program restructuring and revisions (undergraduate, graduate, PhD,



and postdoc)

15. Program certification/accreditation restructuring and revisions
16. Environmental, social, and governance restructuring and revisions
17. Improvements for optimal/efficient/effective organizational structure
18. Ways to improve efficiency and efficacy of the organization structure  
(e.g., merging, consolidation, elimination and expansion)
19. Others (please specify)

**Comments:** Please feel free to comment on the COVID-19 pandemic and its impacts on educational and financial sustainability of your college. Thank you for your cooperation and assistance.

Appendix D

**XYZ COLLEGE/DEPARTMENT/PROGRAM**

**Review Report**

**Submitted to**

**Budget and Finance Committee**

**The Faculty Senate**

**Provost Office**

**The University of Memphis**

**March 2021**

This report consists of a summary of the modifications made, the experiences gained, lessons learned in response to the COVID-19 pandemic. Recommendations relevant to educational and financial sustainability of colleges, departments, and programs are for ongoing and future continuous improvement in the post-pandemic era at the University of Memphis. This report details specific challenges, opportunities, strengths, weaknesses, findings, conclusions, recommendations, and comments.

### General Charge of WGBFC:

- Conduct financial and educational sustainability reviews of various academic units at the University of Memphis.

### Specific Charges of WGBFC:

- Reviewing and evaluating efficiency of administrative faculty and staff support in each unit.
- Reviewing and evaluating academic programs and identifying low producing programs that may be unsustainable and need restructuring, downsizing, or consolidation.

### Procedures

Procedures and step-by step processes should be established in effectively discharging the above charges including:

- Focus on educational and financial sustainability of your college, department, and program in the post-COVID-19 pandemic era (see Figure 1).
- Classify your activities in the college, department, and program to value-adding, essential, non-value-adding and non-essential (see Figure 2).
- Review the assessment rubrics (key performance indicators, see Appendix B) for each academic unit to assure a thorough knowledge of the goals (outcomes) and objectives (actions) established for units.
- Review data analysis for each objective to determine the extent to which reasonable expectations and attainable goals were met. State and justify the reason (s) for your findings (see Figure 3). If not met, what is needed to increase the likelihood that the objective will be met in the post-pandemic era including modifying and revising objectives

and means to achieve objectives

- Substantiate your findings using SWOTS (see Appendix A and Figure 3) analyses for each objective to reflect findings that support your review comments.
- Include specific review recommendations and/or comments for each objective /goal for the rubric (see Appendix B).
- Prepare the self-assessed and faculty driven review report after all assessment data for the college, department and degree program have been reviewed. Be specific and relate conclusions and recommendations to specific findings and objectives.
- Discuss the entire review process with appropriate faculty in the college to assure engagement, participation and impacts from faculty as well as input and that your recommendations represent faculty in the college.

## **Findings**

## **Conclusions**

## **Recommendations**

## **Comments**

## Endnotes

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<sup>1</sup> Blumenstyk, G. 2012. One-Third of Colleges Are on Financially ‘Unsustainable’ Path, Bain Study Finds. The Chronicle of Higher Education (July 23). Available at [http://chronicle.com/article/One-Third-of-Colleges-Are-on/133095/?cid=at&utm\\_source=at&utm\\_medium=en#top](http://chronicle.com/article/One-Third-of-Colleges-Are-on/133095/?cid=at&utm_source=at&utm_medium=en#top)

<sup>2</sup> Deloitte. 2020. COVID-19 impact on higher education. Available at <https://www2.deloitte.com/us/en/pages/public-sector/articles/covid-19-impact-on-higher-education.html>

<sup>3</sup> World Economic Forum (WEF). 2020. An economist explains how COVID-19 will impact universities. July 16, 2020. Available at <https://www.weforum.org/agenda/2020/07/will-universities-learn-from-lockdowns/>.

<sup>4</sup> Times Higher Education. 2020. The World University Ranking. Available at <https://www.timeshighereducation.com/world-university-rankings>

<sup>5</sup> Rezaee, Z, Agrawal, S and H. Pak. 2006. Continuous improvement: An activity-based model. *Management Accounting Quarterly* (Spring), 14–22.

## **Library Policies Committee Report**

**February 23<sup>rd</sup>, 2021**

### **Committee Members:**

David Goodman (Chair), Assistant Professor, Department of Communication & Film  
Gerald Chaudron, Associate Professor, Preservation Librarian-Department Head  
Frances Fabian, Associate Professor, Department of Management  
Scott Sundvall, Assistant Professor, English, Head of Center for Writing and Communication

### **Faculty Senate Charge**

Meet with the Provost and Dean/Director at least once each term to review policies, procedures, and practices associated with the libraries. Include review of support personnel, facilities, acquisitions, and related activities along with the allocation of fiscal resources.

### **Support Personnel/Hiring**

Before the pandemic, there was an increase in salaries for all junior faculty.  
Since the spring of 2020, the library has filled 5 faculty positions. 2 are for instruction.

- Acquisitions & Collection Development Librarian
- Interlibrary Loan/Resource Delivery Librarian
- Virtual Instruction Librarian
- First Year Experience Librarian
- Integrated System Librarian

Currently, there are 3 faculty vacancies listed in order of need:

- Catalog & Metadata Librarian
- Systems Librarian for Library
- Collection Development Librarian

The search to fill the position of Catalog & Metadata Librarian was interrupted by COVID-19.  
Approval to resume this search is expected by the end of February 2021.

### **Space**

Due to COVID-19, 1400 chairs were moved in the library spaces. The library can now hold 400-500 people. However, only about 120-130 people visited the library in Fall Semester 2020 per day. This number increased at the very end of the semester but remained below the typical 500-700 people a day during the Fall Semester of 2019.

Foot traffic does not indicate the primary use of the library in the digital era. Most library use happens online. 11 million hits a month via proxy (remote) server. 4 million of those “hits” are from the Graduate School. Roughly 700 classes a year are involved with the library.

Books are now bought in an electronic database. As a result, less physical space is taken up in the library. In terms of clearing more space, there is a cost and process of disposing of state-owned material. According to Dr. Evans, collection development will be an important discussion over the next two decades.

In the future, the library would like to expand the space for the Center for Writing and Communication as well as the Learning Commons.

During the holiday break, access and power to the 3rd and 4th floors was cut off intentionally to reduce custodial needs and power costs. The result was 8 weeks of closed general access. Staff areas remained open.

Building and space-related projects have moved down the list of priorities for the library. Previous plans for space development involved more group study and small group rooms. Group spaces are no longer an immediate option due to COVID-19. Currently no small group work is allowed in the library. Individual study carrels remain open.

### **Acquisitions**

New acquisitions for the monograph/book collection have been very limited this fiscal year. Because of this, departments did not receive their usual offers to add books to their collections. However, individual faculty requests were made on a case-by-case basis.

A serial review is currently underway to evaluate underused and expensive databases across the university. All departments have been asked to identify expendable resources.

Kanopy, the popular film database/streaming service was running \$60,000-90,000 a year because it was on an unregulated “pay as you play” licensing system. Each film title played four times was automatically licensed for one year and cost the library \$150. Beginning in December 2020, the library implemented a more regulated Kanopy experience to cut down on the growing cost. Faculty must now request titles not already licensed for use. The good news is that as of spring 2021 the Kanopy limitation is already paying off. The library is looking into negotiating a different pattern of use that is somewhat predictable and sustainable from year to year.

Web of Science, which cost \$198,000, has been cut and replaced with Scopus, \$80,000. This did not free up money for anything new. Rather, the savings went directly into supporting ongoing subscriptions that continue to go up in price each year.

As of August 31, 2021, the university will no longer subscribe to the citation management software RefWorks. In preparation for this, the University Libraries has created a Research Guide with instructions, links, and videos that explain how to migrate data out of RefWorks and into Mendeley, EndNote, and Zotero. These alternative reference managers have free and paid account tiers.

### **Budget**

2020-2021 COVID cuts resulted in 4.5% cut, \$300,700, from the base budget.

50% of this went to resource cuts, \$148,000 in materials, 7 underused databases that were not “trapped” by multi-year contracts. For example, CQ resources had 25 uses last year and cost \$27,000. Two additional examples include Statistical Insight, \$32,000, and Congressional Index, \$14,000. The remaining 50% of the cuts went to leaving 4 staff positions unfilled.

According to Dr. Evans, 96% of full budget goes to digital resources such as databases, some of which have multi-year contracts that go up 5-6% each year.

The library is at the point where they cannot maintain the current resources without additional funds. At the very least, the library needs an additional 3%, about \$250,000, to the current budget in the coming fiscal year in order to maintain the current resources.

### **Conclusion**

A primary goal in the coming budget year is a the 3%, or roughly \$250,000, increase in the library budget. This will allow for a minimal cutting of resources. Library services will be crucial in terms of R1 status. As of now, there is no clear benefit from R1 status in terms of a funding boost to the library. Moving forward, a mechanism may need to be built into the yearly funding model where increases in annual expenditures can plan to be accommodated.

Without increases in funding for the library, there may come a time in the foreseeable future when colleges and departments will be requested to participate in the funding of new and necessary resources. Nursing, Kemmons Wilson, and Fogelman are already doing this.

The experience with Kanopy can serve to demonstrate that library services come with hidden and sometimes expensive costs. Moving forward, an open, two-way communication between librarians and faculty will be vital in maintaining important resources and obtaining new ones.

As a central organizing hub of information retrieval and exchange, the library maintains a high level of engagement despite the fact that not many people visit the library in person. As a university community, it will be important to maintain this level of engagement while pushing against unfounded negative reactions towards the library goods and services. The library is a vital component in the ways we will serve today’s students and the emerging students of tomorrow.