Faculty Senate Minutes
2 November 2022
Teams

Senate Leadership in Attendance
Jackie Fay, Chair
Andy Milson, Chair Elect
Venkat Devarajan, Parliamentarian
Kathryn Warren, Secretary

Senators in Attendance, followed by the unit they represent
(Department for TT, College or School for NTT)

Ishfaq Ahmad	Computer Science
Amy Austin	College of Liberal Arts
Karabi Bezboruah	Public Affairs
Alan Bowling	Mechanical and Aerospace Engineering
Lauren Brewer	College of Business
Jivas Chakravarthy	Accounting
Imre Demhardt	History
Venkat Devarajan	Electrical Engineering
Carlos Donjuan	Art and Art History
Sarah El Sayed	Criminology and Criminal Justice
Sergio Espinosa	Music
Julienne Greer	Theatre Arts and Dance
Doug Grisaffe	Marketing
Michael Holmes	College of Nursing and Health Innovation
Darlene Hunter	School of Social Work
Andy Hansz	Finance and Real Estate
Song Jiang	Computer Science
Theresa Jorgensen	Math
Choong-Un Kim	Materials Science and Engineering
Un-Jung Kim	Earth and Environmental Sciences
Douglas Klahr	Architecture
Andrzej Korzeniowski	Math
David Levine	College of Engineering
Qing Lin	Psychology
Fred MacDonnell	Chemistry and Biochemistry
Stephen Mattingly	Civil Engineering
Joyce Myers	College of Education
Michael Nelson	Kinesiology
Anne Nordberg	Social Work
Taner Ozdil	Landscape Architecture
Mark Pellegrino	Biology
Cynthia Plonien	College of Nursing and Health Innovation

Nicholas Pollock	College of Science
Stefan Romanoschi	Civil Engineering
Cristina Salinas	History
Ioannis Schizas	Electrical Engineering
Aaron Smallwood	Economics
Christy Spivey	College of Business
Chunke Su	Communications
Amy Tigner	English
Jodi Tommerdahl	Curriculum and Instruction
Regina Urban	Nursing
Nilakshi Veerabathina	College of Science
Shouyi Wang	Industrial, Manufacturing and Systems Engineering
Jeffrey Witzel	Linguistics
Yi Zhang	Education Leadership and Policy Studies

Ex officio Members in Attendance
Tamara Brown, Provost
Teresa Nguyen, Student Body President

Guests
John Davidson, Vice President for Business and Finance and Chief Financial Officer
Shelley Smith, subbing for Amy Speier (Sociology and Anthropology)
Toni Sol, Vice Provost for Faculty Affairs

Press
Wolf Islay, Shorthorn

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Call to order by Jackie Fay 2:31 pm

Five Things Faculty Should Know about UTA's Financial Affairs
with John Davidson, Vice President for Business and Finance and Chief Financial Officer

Five questions were posed to Mr. Davidson
See the appended slides for graphs, data, and more details.

1. *Does UTA have more money now that we have so many students? Why or why not?* (Slides 3-5)

From the fall of 2015 to the fall of 2020, there was an increase in enrollment in student headcount. Overall, the answer is yes, there is more money, but it's a complex question. Things to consider when looking at student enrollment: are these traditional students or are they in the AO students? The difference between the two is the tuition rate (some AO students aren't counted for state formula funding; for AO students, anywhere between 40-50% goes to the vendor as part of the revenue share) – are the students full-time or part-time, UG or grad,

resident, non-resident; are they eligible for waivers, exemptions, university-funded scholarships, what was the fee level – the fees that are charged go directly to the unit responsible for providing the service that the fees are supposed to cover. 15% of all tuition revenue is required to go to "set asides," needs-based financial aid programs. Also, our designated tuition is set by the Board of Regents, and when we request tuition increases, we're required to submit proposed use of funding, so any new revenue tied to rate increase has a purpose set by the Board of Regents that we always comply with.

Slide with change in enrollment: non-resident AO students aren't eligible to be counted for state funding. (See slide 4 for the graph and commentary.)

State funding and tuition and fees are primary revenue sources driven by enrollment. Green line. 100-million dollar change over tuition and fees. Divide out, $16 million increase per year. 15% of tuition side goes to need-based financial aid. $7.5 million – merit raises. Take out these required cost increases, it dwindles down pretty quickly.

Chart with total revenue per full-time student (slide 5) – we are the second to lowest revenue per full-time student in all the research universities in Texas. The average here is about $28K, and we're at about $20K.

Senator: Does this revenue encompass the income generated from tuition and fees?

John Davidson: No – all revenue, including gifts, grants, endowments, contracts, auxiliary revenue – all revenue of the university.

Senator: Why is there such a disparity in the revenue among all the universities?

John Davidson: Some is net revenue that you generate from tuition. Our tuition rates themselves are relatively similar to other universities, but how much of that is waived? If a student is a non-resident student and they have a competitive scholarship or they have a GTA, then they don't pay the non-resident portion, or how many receive exemptions? UTA is very military-friendly, which is fantastic; in Texas, active and retired members of the military and their dependents do not pay tuition and fees; it's waived for them. The state revenue side is very dependent on the types of credit hours that are being taught. Lastly, how many gifts do we get, what's our endowment and grant revenue. You can see that it varies significantly. I started to take UT Austin off of the chart because they kind of bury everyone, but then I thought it would be interesting for you to see that.

2a. What is formula funding from the state? (Slide 6)

Very, very abridged version. Basically, formula funding starts with a "base period" and the SCHs (semester credit hours) taught during that base period. Our current state funding was developed based off of enrollment in summer and fall 2020 and spring 2021.Two years ago. So our change in enrollment since then doesn't impact our formula funding. Based on the credit hours, weights are applied. The weights are set by the Higher Education Coordinating Board, and they're based on teaching discipline and level. Once they compute the weights with credit hours,

the weighted SCHs are multiplied by a dollar value established by the legislature. Once they do the math on that, the legislature creates a tuition revenue estimate for each university and subtracts that from the results of that formula. So the ending result is the actual amount of state funds. The state funding is dependent on your relative share of weighted SCHs across all academic institutions and the total amount of funding allocated to higher education by the legislature.

It's confusing that it's not just credit hours times a dollar amount. And it's a two-year time frame, not updated. And they do it backwards – figure out how much they want to give to universities and then divide it by weighted credit hours to figure out what the rate is.

Senator: Can you give us a specific example of how this translates into actual numbers?

John Davidson: It's dependent on what share of the pie we take relative to other universities. So I can't do that today, but I'm happy to work on it.

2b. What does it mean that the "formula" is not fully funded? (Slide 7)

I'm assuming that the President or someone must have told you that part of our request to the legislature is to fully fund the formula. Basically that means that rather than being at the current rate of $55 per weighted credit hour, that we go back to the highest point, 2010-11, when it was $62.19 per weighted credit hour – that would be a difference of about $7 per weighted credit hour, which would translate to about $28 million for UTA. On top of that, inflation-adjusted dollars would mean a $12 gap per SCH, which would bring us to $48 million. All universities request this every legislative session, and it's never granted, so I'm not getting my hopes up too high.

3. *What proportion of our total budget goes to salaries/benefits for (a) administration (including deans), (b) full-time faculty, and (c) staff? Is the proportion of funds going to faculty salaries commensurate with our peer institutions?* (Slide 8)

It's difficult to parse the budget in those categories specifically because each department budgets a little differently, but we are fairly in line with peer institutions in the state. [Note that we direct a higher % of our budget to faculty salaries than, say, UT Austin.]

Senator: What does "non faculty," on the chart, mean?

John Davidson: Administrators, Deans, staff (full time only).

4. *How is it determined how much funding each college receives?* (Slide 9)

Prior to 2014, we had an "incremental budget model"; it's expenditure-driven focused on a "base" budget; not a lot of incentive on the revenue.

2014-2021, UTA moved to the incremental model plus a growth model; still expenditure-based, but some incentive for growth in teaching students; somewhat limited impact on incentives. It kind of outgrew itself because once the enrollment leveled out, there was no reallocation.

At present (since 2018-19), we're working on more of an incentive-based model. We're still working through it. It's more focused on developing revenue ownership where budget changes might be based on revenue generation, expense management, and overhead allocations. It's extremely complex. This model hasn't been fully implemented because of COVID and significant leadership transitions.

5. *What is UTA doing to manage inflation and otherwise plan for volatility in economic cycles?* (Slide 10)

The majority of our costs are salary and benefit-related, and the focus this past year has been on how we can help our employees cope with inflation in their own lives, so, making sure we did merit adjustments, making sure we studied market pay rates. We did some one-time employee incentive payments to help with that. Another area is the utilities budget. We're trying to create efficiencies and use budgeted savings to create more efficiencies. Utilities will be a concern in the next few months. In the supplies category, we need to utilize more group purchasing with UT System and get better pricing that way (e.g., with computer equipment, not ordering piecemeal). Another area is health insurance premiums, cyber insurance premiums, construction costs, software, and then transfer student enrollment (especially from community colleges) has been impacted by the economy. And then investment and endowment income with the markets swinging could be a concern, but we have pooled assets with spending limits in the policy, and they use three-year-average returns to create stability.

Remarks from Provost Tamara Brown
- Salary study updates (staff, full-time faculty, graduate students)
    - Staff salary study has been completed, and plans are underway to implement the results of that study.
    - Faculty salary study is nearing an end; the NTT portion has been completed since the last FacSen meeting.
    - Provost Brown is meeting with Jewel Washington on Friday to get her presentation of those results; after that meeting they'll be scheduling a meeting with the Faculty Senate committee that's been convened to help look at the results of the studies that and provide input on options that might be pursued.
    - Though she can't yet say for sure, Provost Brown anticipates that the gap in where salaries are and where we want them to be will be bigger for NTT than for TT, but she'll know on Friday and then will be in a position to talk more comprehensively.
    - For graduate students, Jim Grover (Dean of the Graduate School) has been tasked for working through the plan for that. The Provost met with him yesterday and with the Council of Deans today (Wednesday, 11/3). It's a little bit confusing about how we fix getting all GTAs and GRAs up to 100% of tuition and mandatory fees. We're still pushing on doing that, but it's a little more complicated than any of us knew. Part of the reason is because of how we do position titles. In the state of Texas, if you have GTA or GRA title, then you're eligible for the in-state tuition rate, and that's the rate

we're trying to get to 100% of. But we're using those titles for all kinds of different positions that are not really what we're intending here. The priority groups we're looking at are doctoral and doctoral-bound and terminal Master's students. We initially thought that we could go into the system and see anyone coded GTA and GRA, that's our pool of people, but that's not the case; we are calling "GTAs" people who aren't in terminal MA programs. The goal is to get to 100% of the in-state tuition and mandatory fee rates for doctoral and doctoral-bound students and those in terminal MA degree programs (degrees that are required for tenure-track positions, e.g., MFAs). We have a few non-terminal degrees in CAPPA and COLA. President Cowley wanted to have this allocated in the spring semester, and we're still working toward that goal. If the titles are too convoluted, what they might do for the spring term is to have a constrained picture (doctoral and doctoral-bound students) so that we can go ahead and get those students there, and then figure out the larger, detailed, MA-level, where there's more confusion. Another challenging aspect: there are some graduate students whose work is serving as a grader in a course. So the question is, are they included? If we make a differentiation (some GTAs are fully funded, others aren't), then are there different gradations within a single title? That's a stickier piece that requires more conversation. Jim Grover is working hard to meet a spring implementation deadline.

- Creating a faculty ombudsperson position – Senate has been advocating for this for a while
  - The Provost had a conversation recently with Deans about implementing this position.
  - The Deans raised a number of questions that the Provost has discussed with the PAC (President's Advisory Council). She is now revising the proposal document in light of that feedback. What the Provost would ideally like is for us to all come to an understanding together of the importance of this and how we'd approach it; she doesn't want to be autocratic, but at some point, she'll have to make a decision.
  - She'll have a "round two" conversation with the Deans and with the Council of Chairs to hear their input and reactions in the truest spirit of shared governance.

Questions/Discussion

Senator: Has the university thought about ways to make our compensation go further – e.g., letting us use the MAC for free or not pay for parking? It's always seemed odd to me that we're paying for the privilege of parking at our own workplace.

Provost Brown: The MAC is paid for by student fees, and by law, the services that students pay for, others can't use for free. In terms of parking, there is a cost to having parking on campus. The maintenance of parking and so forth. Garages are incredibly expensive to build and to build up, compared to surface lots. I don't know that we can or even would want the University to absorb that and pay for it for everyone. It would mean that resources that we'd like for something else wouldn't be there. But to your larger point: are there other ways to appreciate faculty beyond increases in salary? There may very well be. But we want to have a lot of conversations about whether this will feel gratifying, because we wouldn't want it to feel like a slap in the face [as, for example, handing out T-shirts or something like that might].

Senator: Where would the ombudsperson be placed in the administration – who would the person report to?

Provost Brown: The suggestion was made that the person would report up through the Provost's office. Faculty need to feel like there's a reporting line outside of their departments and colleges to divulge and get help with some of the challenges that they have. We wouldn't want them reporting to their Dean if the problem they have is *with* their Dean. It should be to an entity outside of the departments and colleges.

Senator: I have been here 20 years, and I was a member of the Senate 15 years ago. First of all, I want to say how different the Senate is today from how it was then, in a very positive sense. It's very gratifying. I was just curious – how do you plan to form these two committees, Dr. Brown?

Provost Brown: Do you mean the committee to study faculty salaries? That committee has already been formed out of Faculty Senate.

Chair: I can fill in some there because this precedes your arrival. It was a motion passed last April out of the Faculty Senate to advise the ADT to open that academy to include NTT faculty, but of course the academy is self-governing, so the Senate can't make that happen. I do believe the ADT passed their own motion that they were going to open the academy to NTT faculty, but they have to write bylaws, etc., and the process wasn't completed in time for this year's nomination call. I know this was disappointing for the faculty who were around when that motion was passed and for them it was a bit of a surprise when the call went out not including NTT faculty. From the Senate side we're doing everything to assist. Andy is in the ADT, so he's in a position to follow up.

Senator: There was a motion passed last year to include NTT faculty in the Academy of Distinguished Teachers (ADT); can you speak to the status of that?

Provost Brown: I don't have information to speak to that – I can make a note to come back with that information, but I don't have any to share right now.

Chair: I can fill in some there because this precedes your arrival. It was a motion passed last April out of the Faculty Senate to advise the ADT to open that academy to include NTT faculty, but of course the academy is self-governing, so the Senate can't make that happen. I do believe the ADT passed their own motion that they were going to open the academy to NTT faculty, but they have to write bylaws, etc., and the process wasn't completed in time for this year's nomination call, which is disappointing for the faculty who were around when that motion was passed. It was a bit of a surprise when the call went out not including NTT faculty. From the Senate side we're doing everything to assist. Andy is in the ADT, so he's in a position to follow up.

[There was a fire alarm in the University Administration Building, and Provost Brown and Toni Sol evacuated and left the meeting temporarily.]

Committee Reports – committee chairs invited to share charges

Sergio Espinosa, Ad hoc Committee on DEI
- Since we have a new VP of TCI and we don't know exactly what the office is going to do, the first step is to contact her (Jewel Washington) and find out what she plans to do and how the DEI Committee can help.
- An appointment is being set with her.

Theresa Jorgensen, Equity and Ethics
- Phase 1: Charged with making recommendations for best practices for all competitive awards on campus (grants, fellowships, teaching awards, competitive faculty development of any kind)
- Phase 2: Develop a process for an award in the Faculty Senate for outstanding service to the Faculty Senate
- Goal to have recommendations early in the spring in order to be able to give the award in April.

Imre Demhardt, Budget Liaison Committee
- Has met with Jackie and will contact members of the committee to discuss the charges.

Dave Levine, Information Technology and Information Security Committee
- Meeting to be scheduled with Jackie

Chair: A lot of the committees are working with liaising with the new VPs to establish more of a connection between Senate and UTA's non-academic offices to discuss how maybe faculty could have a role, maybe there'd be an advisory council, or maybe a Faculty Senator could sit on a committee that is already established, so instead of having so many committees within Senate working on projects and then carrying those projects out to the non-academic officers, we can become more of a permanent part of the structure that they currently have, or we can help them establish such a structure. So, a lot of the projects are along those general lines.

Nila Veerabathina, Ad Hoc Committee on Non-Tenure-Track Faculty Issues
- Main charge: to review and research the NTT titles at UTA and compare them to titles at other UT System schools and peer institutions – arrive at a recommendation about whether a title conversion is necessary

Remarks from Toni Sol, Vice Provost for Faculty Affairs
- The first round of tenure-stream faculty annual reviews and CPEs
- For the first time, the full-time NTT reviews are launched in DM as well (departments decide on fall or spring)
- OIT and DFA (Division of Faculty Affairs) have been working hard to correct information in MyMav; the problem has been secondary appointment issues; it didn't differentiate between primary and secondary appointments. That's why we had all the problems with people in the wrong departments. OIT has been working really hard to correct that in MyMav.This is the best launch we've had with the least amount of issues.
- There are info sessions for third-year review to be launched in January – info sessions offered by DM (Digital Measures) to help them

- Thanks faculty who stepped up to participate in faculty mentoring program – enough to make it work now, so it's launching soon.
- New faculty were taken to Ft. Worth Zoo, it was great.
- Visitor from UC Berkeley, Lisa Pruitt, coming to speak on November 11, 10 am and 2 pm, on work-life balance. Her book *Soul of a Professor* discusses issues in our personal life and how we present ourselves. The announcement will be in MavWire and the FAN (Faculty Affairs Newsletter).
- November 14 is the NTT promotion celebration dinner.

Questions/Discussion

Senator: Will NTT faculty going up for promotion be getting a separate link to go up for promotion (separate from the annual evaluation link)?

Vice Provost Sol: Yes. The calendar's on the website, and it'll be in the spring. Use "Faculty Career" as a search term on the UTA website – click on the first thing that comes up, and there's a calendar of all the different reviews.

Senator: You took the faculty to the zoo – does that imply that if faculty can handle the zoo, they can handle this place?

Vice Provost Sol: (Laughing) You said it, I didn't.

Michelle Willbanks, Director of Equal Opportunity Services and Title IX Coordinator
Presentation, "Pregnancy and Other Related Conditions"
See appended slides for precise language.
- Title IX prohibits discrimination on the basis of sex and the denying of participation in educational activities on the basis of sex.
- How does pregnancy fit in? Pregnancy is not a disability. Title IX does prohibit discrimination on the basis of pregnancy (can't exclude people).
- Schools must give the students who might be pregnant equal access.
- If a pregnancy involves a medical complication, student may be considered "temporarily disabled" – accommodations that SAR (Student Access and Resource Center) can give depend on what doctor writes in the note.
- We should never require a doctor's note (under Title IX).
- What might student needs be?: attendance, make up coursework, tutoring accommodations, etc.
- For classes: a student cannot be penalized. We must provide an equal opportunity given to earn credit for missed classes or assignments, and we must allow the student to return to the same status they were at before their academic leave began.
- Nuance: when in the semester when this request for accommodation arises? Take that into consideration.
- Flexible alternatives: flexible attendance, extensions, rescheduling of exams, reweighing curriculum coursework, extra credit, remote participation, change course to P/F, etc.
- How does accommodation request work? A student can approach a professor directly. The professor can arrange adjustments on their own without involving Title IX or SAR Center.

- Students experiencing "normal pregnancies" who need help would go to Title IX office, and the office would reach out to the professor and communicate reasonable accommodations being requested – take it from there.
- Medical complications go to the SAR Center.
- Accommodations: frequent trips to bathroom, eating and drinking, etc. (slide 10)

Senator: What would happen, or how to handle a situation, where the student may be taking undue advantage of the right to accommodations? How do we handle challenging scenarios.

Michelle Willbanks: I've seen a lot of resistance for accommodating pregnant students, which is why we're doing this today. Most of the students are wanting to do everything they can to continue their education. I'm not sure how we could prove that the person is taking advantage of the situation. We can't ask for the proof.

Senator: A student comes to me and says, "I'm pregnant, who do I go to to request accommodations"; at that point, am I permitted to ask whether she's having any medical complications? What's my next response?

Michelle Willbanks: If they say they need accommodations, send her to the Title IX office. (Not all pregnant students require accommodations.) From there, we might direct the student to SAR.

Senator: And then post-delivery, if there are complications for the baby, will the accommodations carry through for the parent?

Michelle Willbanks: Yes.

Senator: When in doubt, give the benefit of the doubt. It is not our job to investigate.

Senator: With clinicals in nursing (we do require a doctor's excuse if they miss clinicals), can we ask pregnant people to provide a doctor's note?

Michelle Willbanks: Yes, if you do it for all students. For faculty on the whole, if there is a specific requirement that if a student can't miss a certain number of classes, put that in the syllabus. You can address pregnancy in the syllabus too.

Chair's Report (Jackie Fay and Andy Milson)
- Reminder about the Open Faculty Forum (November 14, 11:45-1:15); submit your dream for UTA!
- Reminder about the Future of Higher Ed Summit (December 2, 12:30-4:00 pm)
    - Discussion and outreach with members of the legislature and their staffs, the presidents, and members of the administrations of UTA, UTD and UNT
    - Looking for volunteers to attend, people who are interested in helping the legislators and staffers get to know people inside higher ed.
- Senate history intern

- o History department has interns, historical study in a semester, idea occurred to have a History intern to study the faculty senate, particularly as we're coming up on 50th anniversary.
  - o Ad is out now to history students.
- Next in the "5 Things Faculty Should Know About…" Series: Government Relations and the Legislature, with Jeff Jeter, VP of Government Relations, on December 7
- Concluded leadership search: VP for Talent, Culture, and Inclusion (Jewel Washington appointed); Jackie Fay was the Faculty Senate representative on that search
- Ongoing leadership search: Dean of the College of Liberal Arts
  Faculty Senators on the search committee are Amy Austin, Sergio Espinosa, Andy Milson, and Kathryn Warren
- Reminder about Faculty Senate Chair and Vice Chair Office Hours, aka "Chat with the Chairs"
  - o Andy and Jackie together, in person or on Teams, Mondays 1-2 Trinity Hall 102
  - o Jackie: Teams, Tuesdays, 11-2
  - o Andy: Teams, Wednesdays, 12-1
- COACHE (a three-year project; faculty survey and data analysis and response) is ongoing
  - o Meeting with President and Provost
  - o Steering committee meeting biweekly
  - o Ongoing analysis of data on climate for NTT and URM (under-represented minority) faculty
  - o Starting to work on family and parental support
  - o Infographics underway (promotion to full professor, faculty retention)
- Faculty Advisory Council fall meeting (October 6-7, 2022, Austin)
  - o Three times a year, two Senate members from each UT system school (academic campuses and medical schools) meet in Austin.
  - o The most relevant part for us were the remarks from Dr. Archie Holmes, Executive Vice Chancellor of Academic Affairs (sort of like the Provost for the UT System).
    - In his role, he really wants to work more closely with the Faculty Advisory Council than previous EVCs have done. He wants advice in particular on 1) addressing faculty well-being and 2) improving faculty diversity.
    - Andy asked how "faculty well-being" is being defined or operationalized – and the answer was that they'd like our input on that, what that means. Please send Jackie or Andy information on "well-being" if you study that. "Faculty mental health" is another term being used – but mental health is just part of the picture, to Andy's mind. "Well-being" is a broader term.
    - For faculty diversity, they have a large, UT-System-wide NSF project ongoing, focusing on just STEM at the moment, so we're eager to see how that plays out.
    - Holmes also talked about the 2023 Legislative Section; we will see how it materializes after the election.
    - Conversations ongoing about higher ed formula funding. We should realize that we talk about it with the legislature every time they come into session.
- Texas Council of Faculty Senates (TCOFS, October 7-8, 2022, San Antonio)
  - o Overlapped with FAC
  - o Body of representatives from the Senates from all the state universities in Texas

- o Legal scholar Professor David Rabban (UT Law School, former AAUP General Counsel) spoke on several legal issues relevant to academic freedom and the First Amendment rights of faculty.
- o Out of the discussion, the TCOFS identified eight themes of achievements, challenges, and faculty governance concerns across Texas university faculty; you'll notice a lot of familiar issues that have concerned us here:
    1. Strategic Planning Processes
    2. Creation of Ombuds Offices – an issue not just at UTA
    3. Faculty Role in Budgetary and Salary Matters
    4. Educating Faculty on their Role in Shared Governance
    5. Post-tenure Review Policies
    6. Top-down Restructuring of Academics
    7. No-confidence votes
    8. President and Provost Searches and Hiring Processes

Old Business: Faculty Senate Reapportionment Plan

Chair: To give some background about how this issue is currently handled, and how we came to this. Bill Carroll (former Senate Chair) and Jackie had discussed doing a reapportionment when Bill was Chair, but, looking at the way that the Senate is apportioned, it's quite arbitrary (the rules). It's apportioned according to, if you have 15 (or fewer than 15) TT faculty members in a department, you receive one Senator, and then if you have more than 50% of a further 15 faculty, namely, eight, you then receive a second Senator. That's how the apportionment works on the TT side. And then, the NTT Senators are apportioned at the college level. There are 15 of them, one per college, and then a further seven that are assigned according to which colleges have the larger amounts of NTT faculty.

So it was always the intention to revise how the senate was apportioned and really have a good look at potentially a better way of doing that. Before I get to the frequently asked questions, I want to hand it over to Kathryn Warren to give you an update on her work on this, which has been ongoing for at least a year and a half.

Kathryn Warren: Last spring, Jackie asked me to chair the Operating Procedures Committee, and our number one charge was to consider this problem of reapportionment. The way that Jackie explained it to me at the time was that the number of Senators, and particularly the colleges they hail from, makes it hard for the Senate to do its work properly because most of the work on Senate is done in committee, and each committee, to make it representative of the views and experiences of faculty across the University, ideally it would have one representative from each college, at least. And that wasn't how things were working in practice, and, in particular, we faced what I've come to think of as "the small college problem," so, for certain units, like the School of Social Work, those Senators were being asked to do a lot of heavy lifting, serving on many more committees than their colleagues, say, in COLA or the College of Engineering, where we have more Senators to share the work.

And so the Operating Procedures Committee, over several months in the spring, met and discussed and developed three potential models that would address this problem and make it

possible to staff committees appropriately. Jackie had asked us to present these models at the last Senate meeting in the spring, not to choose one plan to vote on, but rather, offering different options. In one model we experimented with college-level apportionment for both TT and NTT faculty; in the two other models, we kept the current apportionment process but tweaked it a little to attack the problem of not having enough Senators from each college on the back end.

We presented our models in May, and the feedback we got from you was two-fold. 1) A reiteration from the Senators from the smaller units that it's important to have more representation there (more Senators), or if not, to reduce the number of committees they needed to serve on, and then 2) from several people, the sense that the models that we proposed were counter-intuitive, in a way, because they weren't directly proportional. More than one Senator at our meeting in May said that it makes sense and it's more logical to have the Faculty Senate be a proportional system rather than be a jury-rigged, add a Senator here, add a Senator there, kind of approach. So that was what we heard, and we took that feedback and began to work on the problem again in an ad-hoc committee over the summer.

Chair: This committee has a recommendation for a reapportionment plan that is proportional, as requested from the discussion last time this came up, and I want to rehearse some of the frequently asked questions that this model for reapportionment has generated in the past on Senate, for the simple reason that we want to have a frank and open discussion of reapportionment, but we do want to take care, of course, about the way in which we express views given that we have a group of Senators now that includes both TT and NTT faculty. So I have put together this list that covers many of the questions that have been raised about this type of proportional plan.

- Will faculty on annual, or even three-year contracts, feel comfortable voicing opinions on difficult topics in Senate if they can be fired as a result?
- As a research university, should the Senate have a larger proportion of faculty with research in their workload than UTA actually does have in its faculty body?
- A percentage of full-time NTT faculty have 0% service in their workload, so is it fair to ask for service on Senate from this group?
- Assuming greater turnover exists within the NTT faculty body than the TT/T body, would this not lead to difficulty filling seats and a lack of stability?

Those are some frequently asked questions, so when we move to discuss this, that may help guide some of the concerns that people have. The huge advantage of having a body that includes both TT and NTT Senators is that we can ask each other about our varying experiences and views on these concerns and questions.

The Chair also provided a list of helpful documents and resources relevant to the discussion:

- Nature and Purpose of the Senate as specified in the By-Laws; the opening sentence states the function clearly: "The Faculty Senate is the elected legislative and deliberative faculty body whose primary purpose is to represent the UTA faculty."
- Membership as specified in the By-Laws (the 15 faculty = one TT Senator rule; 15 NTT Senators at the college level)
- The University Faculty Policy, HOP AA-FP-PO-03; "Full-time instructors, irrespective of years in service, shall be given a vote in electing their representative to the Faculty Senate." (This is the stipulation for who can elect Senators.)

- The Faculty Senate, HOP AA-FP-PO-09; a Senator, either TT or NTT must have been employed for two years to serve on Senate.

Vice Chair: Andy presents proposed reapportionment plan, "6% Proportional Model."

Starts off a statement of the principles undergirding the reapportionment. As Kathryn explained, much of this was discussed last year in committee, and over the summer we worked on various models to see what might be feasible.

1. *Representation on the Faculty Senate will be proportional.*
2. *The size of the Faculty Senate will be six percent (6%) of the total UTA faculty.* This number was arrived at after playing with several possibilities; 6% gets us to a Senate size that isn't too much larger than what we have right now, but it allows us to have enough Senators from each college to satisfy point three, which is . . .
3. *Each college/school will have at least three (3) senators to ensure representation on each of the three (3) statutory committees* (President's Advisory Council, Equity and Ethics, Tenure and Academic Freedom).
4. *Each department at UTA will have a least one (1) faculty senator.*
5. *The Faculty Senate will be reapportioned every five (5) years* – though now we're thinking 3 may be a better number – *to ensure a representative body that is proportional to the UTA faculty.*

Andy took us through the model, column by column. See table below for specifics. The numbers of faculty came from University Analytics in the spring. It's important to note that if the math on the TT side came out so that a college would be apportioned fewer Senators than it has departments, Senators were added so that the number of Senators matched the number of departments. On the NTT side, we make sure there is a floor of at least one from each college. Looking at college delegations, and wanting at least three from each college, we add Senators if they are below two (as is the case for College of Education). This brings us to a total of 72, which is 10 larger than what we have at present (62). It's not perfectly proportional – the actual percentages of TT to NTT is about 60/40%, but this model gets us to about 64/36%.

6% Proportional Model

	TT faculty	% of total TT	Base TT Senators	Dept Floor	Add. TT Senators	Prelim TT Senators	NTT faculty	% of total NTT	NTT Senators (floor 1)	Prelim. College Delegation (floor 3)	Add. TT senators	Final TT delegation	Final Delegation (TT+NTT)
CAPPA	36	0.054	2	3	1	3	11	0.025	1	4	0	3	4
COB	73	0.110	4	6	2	6	52	0.119	3	10	0	6	10
COE	171	0.259	10	7	0	10	60	0.137	4	14	0	10	14
COEd	31	0.047	2	2	0	2	9	0.021	1	2	1	3	3
COLA	161	0.244	10	12	2	12	117	0.267	7	19	0	12	19
CONHI	41	0.062	2	2	0	2	116	0.265	7	9	0	2	9
COS	118	0.179	7	6	0	7	49	0.112	3	10	0	7	10
SSW	31	0.047	2	1	0	2	18	0.041	1	3	0	2	3
	662		40				432		26			46	72

Total Senate = 72
TT Senators = 46   (64%)
NTT Senators = 26   (36%)

Vice Chair: According to parliamentary procedure, once we have a motion regarding this proposal and a second, we could have discussion.

Amy Austin (COLA): I move that Faculty Senate adopt the 6% proportional model for reapportionment as written.

Cynthia Plonien (CONHI): Second.

Discussion

Senator: For NTT faculty who have very heavy workloads, because there's no service apportioned in your workload, being on the Senate keeps you from volunteering for a lot of extra things that you might want to do, but you know we don't have time to do it. If we do 6% proportion and we have a few more people on Senate, we could share the work.

Senator: My department has two faculty senators right now. Is that changing?

Vice Chair: It might change. The rule now is that departments with up to 15 TT faculty members have one Senator, and they get a second when they get more than halfway to the next 15 (i.e., at 23). So there are some colleges, Engineering is one, where there would be more Senators than departments, and so, in that situation, the extra senators (in the case of Engineering there would be two extra Senators) would then go to the two largest departments in the college. So we wouldn't base it on 15 + 8, it would just be does your college get a delegation that's larger than the number of departments, and then if so, the largest departments would get those extras. Does that help?

Senator: I think so.

Chair: Any more comments or questions?

Vice Chair: Would anyone like to call the question?

Senator: I have a question. In my department, we have very few faculty. We do have a few TT faculty, but we try to protect the people who are on the tenure track (but untenured) from extensive service work, and so the number of people eligible to serve on the Senate is very low. So in that case, how do we address this situation, because we'd like more representation, for sure, but we don't have people eligible to serve, unless we volunteer someone.

Vice Chair: Yes, there's a small college issue and a small department issue as well. The request wouldn't be any different – still one Senator per department. The only change perhaps would be if you had a NTT person who was elected at the college level.

Chair: I think there's not an easy solution. Probably it will change over time, so there could be, and often are, areas that are difficult to fill. There's probably just one right now – the NTT spot for CAPPA. With this new plan, it's a case where we'd have to run it and see whether we can fill all the spots, and if not, figure out why, and we'll have to keep looking at it over time.

Senator: I wonder whether this should be taken back to the departments. I don't know whether each of our Senators is capable of deciding this on their own, and I wonder whether we should allow some time for the Senators to take it back to their departments and get some additional opinions. I notice that different departments have different numbers of TT and NTT faculty. I was shocked to hear that some departments have overwhelmingly large NTT numbers compared to TT during our discussions. So I suspect that the attitude of each department is slightly different, and understandably so. Is there a real rush to get this thing passed, or would it make sense for Senators to consult with their departments?

Senator: That's a good suggestion. I second that.

Senator: Just a consideration. Tenured faculty have certain protection that gives them freedom to speak their minds, vote, express opinions, and ask questions, and that's not the case with every faculty. So by extending this – it's a wonderful idea, it's great – but putting NTT people in the Senate, is that a favor, or is that putting a load on them? I don't know. I'm just asking a candid question. If we have an extended group of NTT, what is going to be the impact on them? Again, I think it's a great opportunity, and I saw that a lot of people have volunteered to be part of the Senate. I don't know. I'm just wondering.

Chair: Thank you. That was one of the frequently asked questions.

Senator: Andy, can you share the slide with the math? Because I think that the numbers aren't really going to change all that radically. We're talking about an increase in ten Senators, and the colleges where there will be more NTT Senators are the colleges with a lot of NTT faculty. And so, of course, COLA is one of those, and CONHI is another. They are the two biggest. So I'll just speak from my own experience as one of the first NTT faculty members to represent the College

of Liberal Arts. There is a lot of appetite and hunger and eagerness among my NTT colleagues to serve in this capacity. In my department, which is English, the permanent faculty on the NTT side have been here, most of us, for a decade or longer – many longer than the TT faculty, so we have the stability in our ranks. I don't know how typical that is across the university, but one argument that gets made is that there's too much churn on the NTT side to really justify this kind of representation on Senate, but in my experience that's not the case. And I think I do speak for my colleagues in English at least, and perhaps across liberal arts, when I say that to serve in this way – we take it seriously as a responsibility and a privilege, and we desire to be engaged and involved and do not see it as a burden, but I'm not sure how true that is across the university, but that's my perspective.

Chair: I will just mention in response also to the idea that if it's a view of the majority of the people here that they wish to take this plan back to the departments and discuss it, of course that's what we'll need to do. I will mention, though, that this issue has been discussed in Senate for at least since spring, but going back further than that, so there has been opportunity to discuss it. We do at some point have to make a move here in this group. If we need further time to take it back to the departments, then of course that's what we'll need to do, but this is not a new issue, even to this larger group, this idea that we have a proportional plan. So, I think there is a motion on the table.

Vice Chair: We already have a motion and a second on the table, so we need to vote on that first before we can take up a second motion to send it back to the departments. It could be tabled as well. That would be Amy Austin. If she wanted to table it, I think she could, or we could just go ahead with a vote. If it's voted down, then we decide on a second motion and what we do next.

Chair: Let's refer to Amy. Amy?

Amy Austin (COLA): I'm fine with going ahead for a vote. I don't wish to table it.

[Rather than proceed with a public vote (raising hands on Teams), the Secretary drops a Question Pro ballot into the chat.]

Chair: Just to clarify the motion . . .

Secretary: It's in the ballot, and I'll put it in the chat as well.

Chair: We will vote on the motion and see where that puts us.

[Senators vote.]

Chair: I understand this is a detailed, somewhat confusing area of Senate business. I also want to say that Andy and Kathryn, and before them Kaushik, and Bill, and others all spent a tremendous amount of time on the work behind this reapportionment proposal.

[Some discussion about who can vote, who is ex officio, etc. Concern about the ballot not preventing us from voting multiple times. Another Senator says that we have to trust our

colleagues not to vote several times. Chair points out that this is how we've been voting when we have meetings on Teams. It's not always ideal to have a public vote.]

Secretary: There were 40 total votes, 34 in favor, 3 opposed, 3 abstained. The motion carries.

Chair: I think that will conclude the voting. Thank you to everyone for voting. Thank you to Andy and Kathryn. I'm very glad that we've passed that, so that we can now go ahead and reapportion the Senate, which is overdue. I appreciate your attention. It's not the most thrilling, but it's an extremely important aspect of Senate. That concludes the meeting for today.

Adjourned at 4:55 pm

Next Meeting: December 7, 2022

Five Questions from Faculty Senate

- Does UTA have more money now that we have so many students? Why or why not?
- What is formula funding from the state? What does it mean that the "formula" is not fully funded?
- What proportion of our total budget goes to salaries/benefits for (a) administration (including deans), (b) full-time faculty, and (c) staff? Is the proportion of funds going to faculty salaries commensurate with our peer institutions?
- How is it determined how much funding each college receives?
- What is UTA doing to manage inflation and otherwise plan for volatility in economic cycles?

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Does UTA have more money now that we have so many students? Why or why not?

- Increased enrollment (student headcount) - ✓
- Traditional or AO student?
    - Tuition rate
    - State funds
    - Vendor revenue share
- Full-time or part-time?
- Undergrad or Graduate?
- Resident or non-resident?
- Waiver, exemption, scholarship?
- Fees
- Required Set-Asides
- Designated tuition rate proposals

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Yes and no and sometimes…..complex question. Easy to look at the tuition rate on website $5,657 for a FT undergrad per semester and multiply to get a revenue calculation. Some things to keep in mind: 20% of that amount is fees that are directly attributed to a certain service. 15% of tuition goes to set-asides – need based financial aid – state law. Some AO students are not counted for formula funding and many of the AO programs charge a tuition rate that is lower than the published rate, vendor revenue share comes out as an expense. The number of students reported can impact tuition based upon full-time/part-time status, resident or non-resident tuition, waivers of tuition (such as GTA/GRA positions), tuition exemptions (such as military members and their dependents), university scholarships discount tuition revenue. As the designated tuition rate increases, the board of regents approves specific uses of the additional funds. Yes the revenue has increased – it may not stretch as far as you think.
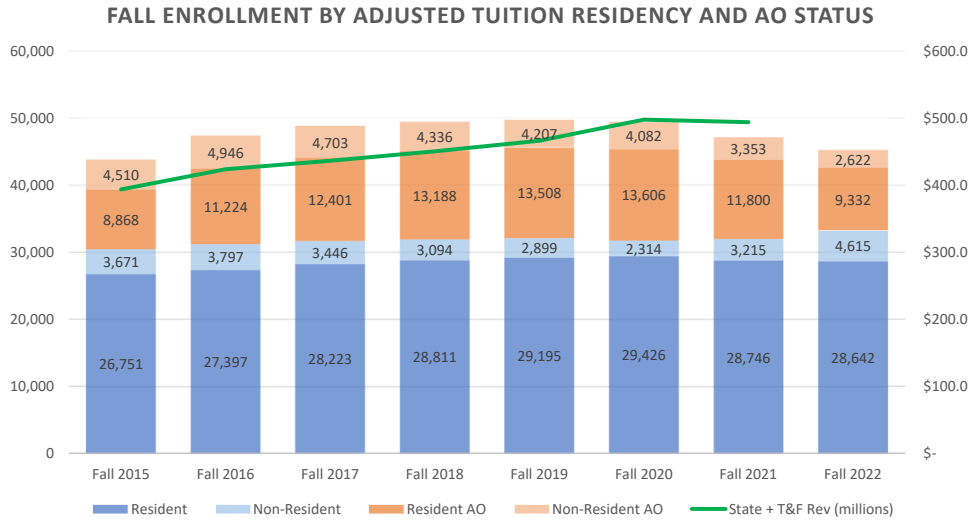
Orange AO, Blue traditional enrollment. Light orange do not count for state funding. A portion of light blue also does not count for state funding. Designated tuition rates have increased, but the new revenue uses were spelled out in tuition rate proposals and must be used for that purpose. Light blue non-resident paying students create a huge impact on tuition revenue. Keep in mind waivers, exemptions, and university funded scholarships play a factor in resulting net revenue. Green line = annualized state funds + tuition & fees, the revenue sources primarily derived by student enrollment. $100M increase in total tuition and fees from , roughly $16M per year. From tuition revenue,15% goes to set-asides (need-based financial aid) required by the state, AO enrollment in orange- 40-50% goes to the vendor as part of revenue sharing agreement (that adjustment is not represented in the green line), merit increases = $7.5M per year, health insurance cost increases every year, university funded scholarships increase along with tuition revenue, fees & differential tuition go directly to the department or service for which the fee applies. $16M sounds like a large number but quickly shrinks as we consider these basic funding needs.
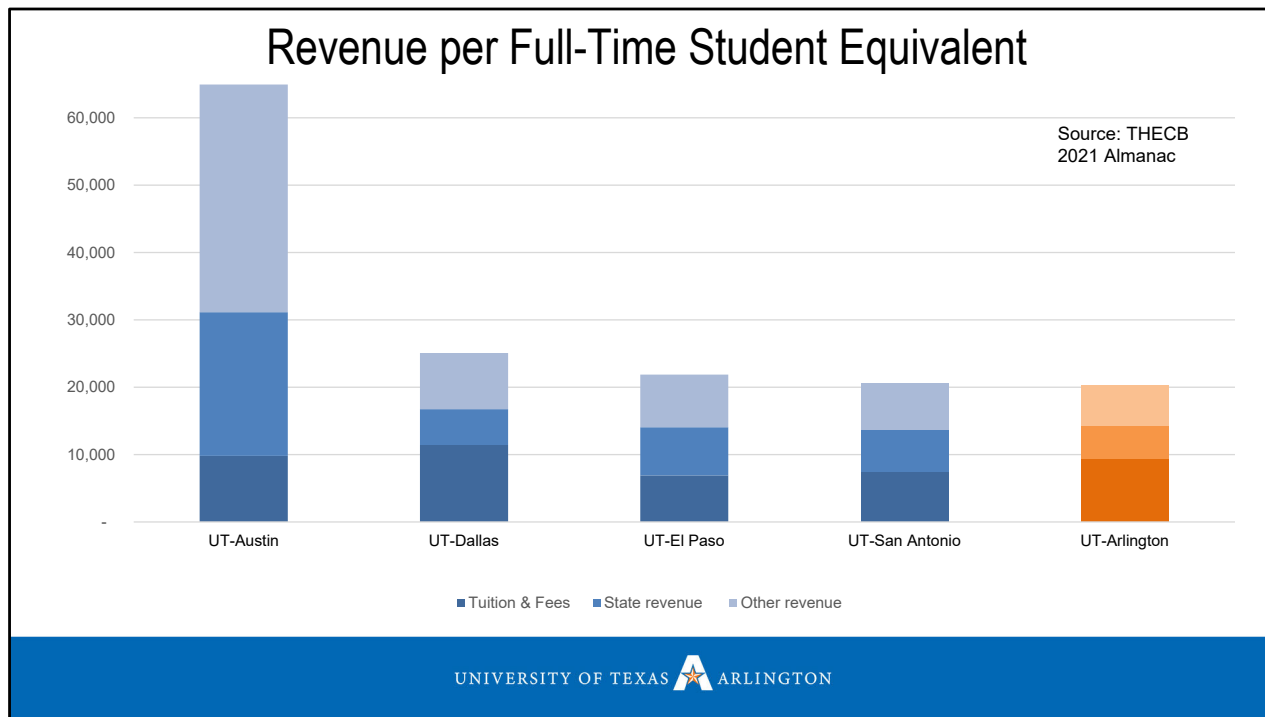
Full disclosure: I removed the universities not part of UT System from this chart. There are differences in types of constitutional funding and how those resources are accounted for that impact state revenue in the data. I do not want to be the source of misrepresenting this data, even though the data was from the THECB Almanac. Since we did not discuss these differences, I thought it best to remove those universities. I do know the UT institutions receive & account for state & constitutional revenues similarly. I am more than happy to discuss this detail further with any of you. The main point of the chart remains the same – a starting point to how we might improve revenue position leading to increased budgets. UTA total revenue/FTE student $20,200. UTD is probably the most comparable university and their total revenue/FTSE is $25,000. Other revenue = federal, auxiliary, gifts/endowments. UTA number of FTE students = 35,000. Thoughts on disparity - impact of part-time students, AO tuition and state funds not generated (chart does not include impact of revenue share). Tuition rates are similar to peers - intentional to keep tuition affordable. A question in the chat asked how these metrics changed over time, I do not know if it was related to this chart or a different chart, but it is an extremely valid point related to this chart. We can review a more thorough multi-year analysis of this data, because the dollars will certainly change each year – particularly revenue such as gifts & grants.

What is formula funding from the state?

- "Base Period" semester credit hours (SCH) taught
- Weights applied based on teaching discipline & level (CIP code) – weights set by THECB
- Weighted SCH (WSCH) multiplied by a dollar value established by the legislature
- Estimated UTA tuition revenue subtracted from the result of WSCH x $ rate – estimate created by legislature
- Result is formula funding allocation in sum – it does not indicate how funding should be applied within a university
- State funding is dependent upon three factors: 1) weighted SCH, 2) relative share of weighted SCH across all academic institutions, 3) total amount of funding allocated to higher education by the legislature.
- Common misconceptions:
  - Not like school district funding, which is more real time. Base period is historical and is not updated, i.e. current year formula funding is based upon enrollment in Summer 2020, Fall 2020, and Spring 2021
  - Formula allocation is for a two-year timeframe
  - The funding rate is set based on total dollars legislature wants to allocate to higher ed – somewhat in reverse of what we might think – formula funding really becomes about UTA's "market share" of WSCH, i.e. % of the pie of total WSCH at universities in Texas

Base period SCH ✖ Weights ✖ $ Rate ━ Tuition Estimate ═ Formula Funding
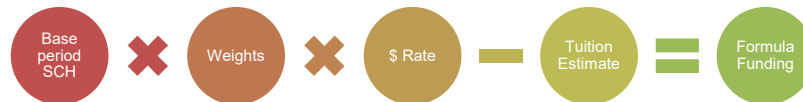
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This is an extremely abridged version. Please add an example – 1 engineering student enrolls in 30 credit hours during the base period. Masters level student, so all hours are in engineering. Weight for engineering masters student = 7, results in 210 weighted SCH. Assume per WSCH rate stays the same at $55, resulting in $11,550 (210 X $55). Tuition estimate = $3,000 (legislature creates this based on historical tuition per credit hour, I used $100 per hour for example purpose). Resulting formula funding for those 30 credit hours would be $8,550 ($11,550-$3,000). This is a fictional example, not the expected outcome.

What does it mean that the "formula" is not fully funded?

A request to go back the 2010-2011 funding rates
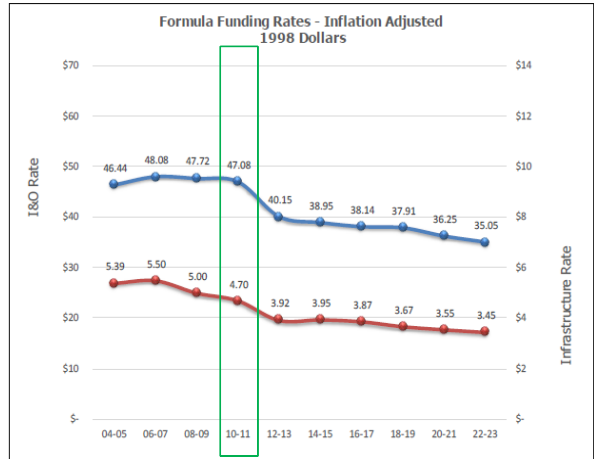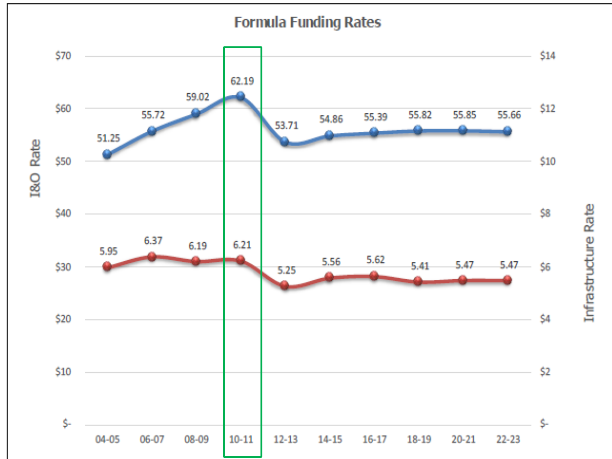
Fully funding the formula is a request to set funding rates back to what it was in 2010-2011 (Blue line). Gap of about $7 per WSCH. If UTA has roughly 2 mil WSCH = $28M. Inflation-adjusted gap of $12 = $48M.

What proportion of our total budget goes to salaries/benefits for (a) administration (including deans), (b) full-time faculty, and (c) staff? Is the proportion of funds going to faculty salaries commensurate with our peer institutions?

% of FY23 ALL FUNDS BUDGET	UTA	UTD	UTSA	UTEP	UT Austin
Compensation - Faculty	18.1%	19.0%	17.3%	17.7%	14.1%
Compensation - Non-Faculty	20.4%	20.3%	21.8%	20.8%	27.3%
Wages (part-time staff, students, workstudy, GRA)	4.9%	5.4%	1.8%	2.8%	1.3%
Benefits	13.5%	12.9%	12.5%	11.7%	11.9%

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Without creating definitions and a lot of data analysis, it would be difficult to directly answer this question. We have many different types of faculty and the associated salaries are budgeted in many different ways and can even be budgeted differently by college. There are a handful, at least, of different ways to calculate this. For simplicity, the table is based on generally available budget reports using all funding sources. The report does include some technicalities that I don't necessarily agree reflect the budget, but I wanted to use a report that could be easily compared to other UT system universities (as with an earlier slide, I am more than willing to discuss the reporting technicalities of the selected data with any of you…might be boring). Compensation – Faculty includes ALL faculty, full-time and adjunct….basically anyone in a teaching/research role in a faculty like title. The result does seem in line with other UT Research universities. Keep in mind this includes many different funding sources.
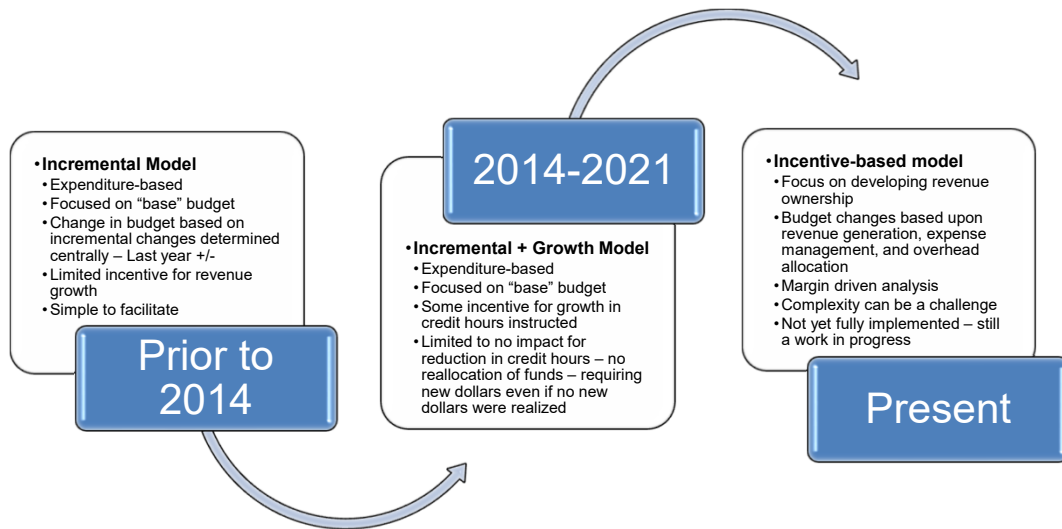
Incremental model – focus on base budgets, changes are made subjectively by university leadership. Growth model added in a component of budget growth based upon credit hours taught as a metric – there were never reallocations or reductions the existing base, so unless total university revenue increased (and there was at least one year when it did not) the model was propped up using one-time funds which is not sustainable. Present time, incentive-based model is still work in progress – Leadership changes, COVID, interim positions, difficulty in projecting revenue due to enrollment volatility, complexity of model particularly for use in projecting impact on future budgets (faculty hiring) – has slowed progress.

What is UTA doing to manage inflation and otherwise plan for volatility in economic cycles?

- Majority of costs are salary & benefit related - merit, market, one-time payments to help employees with inflationary pressures they face.
- Utilities- have previously created efficiencies and used budgeted savings to create more efficiencies. Concern that spike in costs may exceed current budget level.
- Supplies- UT System group purchasing alliance and other group contracting (software as an example - UT Share). Something to consider - computer equipment bulk purchasing through IT.
- Other areas that economy and inflation can have a significant impact – medical insurance premiums, property & cyber insurance, construction, software related costs, transfer student enrollment.
- Investment income & endowments - pooled assets with UT System, spending limits, and use of three-year average returns create stability.

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