

Minutes of Faculty Institute, January 8, 2007

Dr. Norman Francis opened the Faculty Institute at 9.05 a.m. with the recitation of the Lord's Prayer and an invocation to St. Katherine Drexel.

Dr. Francis began by wishing everyone a Happy New Year. This would be an important session. One year and one week after opening Xavier after Hurricane Katrina, the president noted that it was gratifying to see that we have survived and excelled despite many days of sadness and frustration. Today's Faculty Institute would be devoted to planning how we would go forward. If we look at the big picture, recovery will not happen as fast as we had hoped. But as we start 2007, we must have faith that we will make things better since we do not know what the future will bring. We need to remember the faith of St. Katherine Drexel, our intercessor, who came to New Orleans because the "good old days" were not so good. Dr. Francis said he worries about the city's K-12 educational systems, so the promise of peace and justice will still come from Xavier where we have an abundance of human resources. The president closed his opening remarks by thanking the faculty for their letters of congratulations on his being honored with the Presidential Medal of Honor.

Next on the agenda, Dr. Ronald Durnford, VP for Planning, began by thanking the Executive Leadership Council and Deloitte Consultants for underwriting the cost of today's speaker. He also thanked Mr. Bracy and his staff and staff in the UC for their assistance, the staff at for the Sodexo refreshments and lunch. Also he especially thanked Dr. Treva Lee, Ms. Nedra Kelly and Mr. Allen Gale in the office of planning and institutional research for helping to organize and set up the day. Finally, Dr. Durnford recognized his colleagues – Dr. Barron, Ms. Lewis, Dr. D'Amour, Mr. Bracy and Mr. Byrd for advice and counsel in conceiving and organizing the day.

He then introduced the guest speaker, Dr. Thomas Scheye. Thomas Scheye is the Distinguished Service Professor at Loyola College in Maryland, a position especially created for him by the board of trustees on the occasion of his retirement as provost. Dr. Scheye has spent 30 years at Loyola College, 20 of them as academic vice-president and provost, including a term as interim president. As provost, Dr. Scheye was charged with principal responsibility for strategic planning and enrollment management among other areas. Acting as a consultant for more than 15 years, Dr. Scheye has worked with more than 70 clients including public and private colleges and universities as well as non-profit organizations. In his work as a facilitator for the Association of Governing Boards, he specializes in strategic planning and institutional advancement as well as board development, including board self-study workshops. Dr. Scheye received his B.A in English from Georgetown University, his M.A. from Yale University, and his Ph.D. from the University of Pennsylvania.

Dr. Scheye began his presentation by stating that his subject was the future, the future that begins today. His task, he said, is to predict the future, a task which is impossible. Hurricane Katrina was an unprecedented event. Who could have predicted that only 50% of the New Orleans population had returned and that one third of that population was considering leaving the city or that applications to Xavier and other universities were at the pre-Katrina level? The human factor cannot be predicted.

Dr. Scheye explained that he was only trying to describe trends. The Xavier faculty know far more about their university than he; therefore, he was addressing the

Institute in a spirit of humility. The faculty had an enormous lived wisdom and we should share what we know with one another. In our discussion groups we should examine Xavier's academic quality, our financial situation, and our reputation. We should examine our strengths and how to exploit them; our weaknesses and how to turn them around; our opportunities and how to exploit them; our threats and how to face them. These four topics are integrally related.

Under the courageous leadership of Dr. Francis, Xavier University is in a special position, stated Scheye. We have many assets. Our mission is our single greatest asset. It is what brings us together; what enables us to work together; and what sets us apart. As a black, Catholic, private, tuition-dependent institution Xavier has kept faith with the founder's mission where other institutions have sold out to the market. Our programs retain a balance between the liberal arts and professional development. We know the value of taking risks and embracing change. As a profession, university faculties are deeply conservative, yet we have learned the importance of risk and change. We deserve to have a role of determining our future; we *are* the future.

As we consider our future, we should examine it within the context of the recent Spellings Report and its implications for the future of higher education. There is no question that the federal government will have an increasingly greater role in higher education and it will require great transparency in the areas of access, affordability, quality, and accountability. It must confront the issues of globalization, technology, and an aging population. Of the 14 million undergraduates, 40% attend community colleges; 1/3 are over the age of 24; and 40% are part-time. In fact, only 25% can be described as "traditional" students.

We live in a consumer-driven environment, but we cannot think of students as consumers. We must address their needs rather than their wants, particularly in a mission-drive university. Students are the reason for our being here; they are also the economic engine, the raw material, and the finished product. We need to think about our students. Who are they? Why do they thrive here? How do they learn? And since today's students are very pragmatic, students learn best when learning is directed to outcomes. But learning also happens best when inspired by excellence.

Dr. Scheye then turned to examine some national statistics. The number of high school graduates will impact the future of Xavier University since it is an enrollment- and tuition-dependent institution. These numbers will decline in the next two years. In the 1980s, this decline was balanced with an increase in student participation in higher education, but this may not happen again. In the next ten years, there will be a decline in "majority" students in Louisiana, but there will be increases in Spanish and Asian American students. We should also remember that more than 50% of Spanish American students are Catholic, and Spanish Americans do not have higher percentage attending college. Moreover, Florida and Texas are two states with the highest percentage of Spanish Americans. Now Xavier must again address the challenge of diversity. The number of African Americans in college is predicted to remain steady, but Louisiana will graduate 20% fewer African Americans in the next ten years. The challenge for Xavier University, therefore, is that if it is to return to a national status, it cannot rely on the local population.

When we examine other trends, we see that there will be less money for higher education, and this trend will be structural rather than cyclical. The richer institutions are

getting richer, and the poor poorer. The decline of the middle class is reflected in the decline of middle-class institutions. Charitable giving is going to the richer universities and endowments of over 1 billion dollars are rising. What are private colleges doing about this? Universities are raising tuition and turning their backs on diversity. The best and brightest are also the richest. (And more financial aid is going to kids who don't need it.) As a local example, at Xavier, 72% of students are on Pell grants, at Tulane 16%. We are also facing competition from for-profit institutions. In the next ten years, many students will consider taking one semester on-line. We are keeping the faith, but can we still afford to be Xavier as we know it?

There are also changes amongst faculty. There has been tremendous growth in adjunct faculty. The American Association of University Professors reports that in 1975, 43% of faculty were adjunct, 57% tenure-track. In 2005, this ratio was 65% to 35%. In 1975, 13% of adjuncts were working full-time, in 2005, 29.4%. Also as younger faculty enter institutions, they tend to be loyal to their discipline rather than to their institutions. For tenure and promotion, we need new models. And we need new models of shared governance and new models of shared fiduciary responsibility to preserve the institution.

So we will be facing changes in demographics, economics, technology, competition, as well as changes in student and faculty profiles. We will need to face institutional change. The time for doing more with less has passed. In the future, we must do less with less. We need to choose what we will not do. There will be hard choices about purpose and direction. The clarity of purpose will be most important for this private, church-related, liberal arts, HBCU in Louisiana, in the deep south, in a post-Katrina environment.

Dr. Scheye ended his presentation with a quotation from T.S. Eliot's *Four Quartets*.

We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.

Responding to questions or comments from the floor, Dr. Scheye noted that:
In the future we would all be stretched thin. All of us would be forced to do more and when thinking of promotion and tenure, service (to the institution and not to ourselves) should be valued as much as teaching and research. The university should be seeking people who do a little of everything.

Eighty percent of students attending college had parents whose incomes were above \$50,000.00 per annum.

His own university had become a school for "rich kids." African American students accounted for 10% of the student body, other non-whites 15%; there was no economic diversity.

Because of the aging population, federal subsidies would be going to this population and not to students in higher education.

The meeting adjourned and faculty met in groups to discuss Xavier's strengths, weaknesses, threats, and opportunities. After lunch, there were reports from the four areas.

Dr. Joe Ricks (Business) reported on strengths. The five strengths identified were (1) the mission statement, (2) dedication of faculty and staff, (3) student output quality, (4) visionary leadership, (5) reputation.

On a scale of 1-10 (poor-good), the mission statement received a 4. It was felt that we were living it but not leveraging it. The group could not come to a consensus on (2). The scores ranged from 7-8 to 3-4. Student output quality received a 6 for pharmacy and the natural sciences. But it was felt that it was not being leveraged. On average, 100 students per year were going to medical school, but where were the other science students going? Visionary leadership received a 7, but was it being institutionalized? Finally, reputation received a 7, but it was thought that we were humble to a fault. Our reputation needs to be spread.

Dr. Joe Melcher (Communications) reported on weaknesses in four areas.

1. Students. We need to involve students and alumni in recruitment.
2. Admissions needs a more specific fact sheet for recruitment. We are perceived as being an upper-class environment. We are not perceived nationally and not treating students as adults.
3. Faculty. There seemed to be a lack of balance and clear criteria for promotion and tenure. There should be more credit for service. Programs in the liberal arts need to be recognized and promoted. Library resources should be increased. Faculty should not be asked to carry out the work of administrative departments such as, for example, dealing with the W\$. There were questions as to whether faculty were keeping up with technology. Faculty should have a forum to share accomplishments. The campus quality of life needed to be improved; for example, facilities for child care or elder care.
4. Mission. Faculty needed to recognize the Xavier mission and buy into it. Facilities such as the gym needed to be improved. There were problems with the heating and cooling system; there was no faculty lounge, and no place for students to congregate. Students were not participating in on-campus cultural activities.

Dr. Thomas Bonner, Jr. (English) reported on threats, eleven in all.

1. In the post-Katrina environment, the quality of life on campus has deteriorated. There are problems with increased crime; students are concerned with their safety. There are no recreational facilities within walking distance of campus and little public transportation.
2. Recruitment and retention of faculty and students are perceived and real. There has been no satisfactory explanation of the faculty lay-offs post-Katrina. Faculty are overloaded and somewhat underpaid. There is also a lack of physical resources.
3. As a school with a small endowment and a tuition-driven economy, there is a tension between pragmatics and idealism. Our mission, no matter how noble, means that we recruit from a smaller pool of students than most universities. This situation calls for more intense PR and recruiting campaigns using technological and print sources as well as conventional personal contact. Distance learning can erode the number of credits students take on campus. And there is concern for diminishing federal financial aid.
4. Continuity of leadership. What will happen when Dr. Francis retires?
5. Possible competition with other schools. Will LSU establish a school of Pharmacy?
6. The perception that Xavier has a narrow scientific and technical focus. Xavier is seen in a narrow way by many because of the nearly sole emphasis on pre med; it needs to be seen as a "full service" university, perhaps adding programs like allied health and

international/intercultural studies. Presently, resources do not allow for interdisciplinary programs.

7. The institution's identity as Black, Catholic and liberal arts presents many responsibilities.
8. Poor management of financial departments.
9. Rising numbers of under-prepared students and students working twenty hours or more outside the university.
10. An increasing focus on research lessens the time faculty can devote to their students.
11. The perception of the university within the immediate neighborhood. Xavier is still not seen as contributing to the local community.

Dr. Thomas Wiese (College of Pharmacy) reported on opportunities.

1. Opportunities to improve the quality of life for students, faculty, and staff. There should be more services and more programs, more buildings, a health and fitness center, stores, child care, elder care, transportation, more parking and student study places.
2. Opportunities to improve the quality of educational experience for students. We should build on strengths of existing teaching excellence and reputation. Focus the Xavier community on living the Xavier mission. Expand service learning across the curriculum. By expanding local and regional collaborations, develop opportunities for student service, research, and leadership in each curriculum, thereby setting Xavier apart from other institutions. Build pipelines to graduate schools by building on infrastructure. Increase interdisciplinary interaction. Build non-traditional programs even if some of these might be short-lived. Maintain and expand the diversity of the student population.

Dr. Ann Barron, VP for Academic Affairs, introduced the new faculty; Dr. Wendy Hajjar, Communications; Dr. Jannette Sturm-Mexic, Education; and, Dr. Vida Henderson, College of Pharmacy. Dr. Barron also welcomed back Dr. Elizabeth Hemenway, History.

The meeting closed at 3:00 p.m.

Minutes respectfully submitted,
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Secretary, UAA Coordinating Committee