

**University of Nevada, Reno**  
**2006-07 Faculty Senate**

Meeting Minutes April 5, 2007

RSJ 304

Meeting 10

**1. Roll Call and Introductions:**

Present: Denise Baclawski (Provost's), Cynthia Birk (COBA), Donnelly Curtis (Library), Maureen Cronin (SS), Kurt Esser for Michelle Gardner (Pres), Bill Follette (CLA), Bill Follette for Mary Stewart (CLA), Greg Gardella (IT), Howard Goldbaum (JO), Guy Hoelzer (COS), Cindy Kiel (Research), Mano Misra (EN), Kim O'Reilly for David Crowther (CLA), Elliott Parker (COBA), Ron Phaneuf (COS), Mark Pinsky (COS), Wendy Rauw for Esmail Zanjani (CABNR). Steve Rock (COE), Nelson Rojas (CLA), Stefanie Scoppettone (DEV), Barbara Scott (SOM), JoAnne Skelly (COOP), Judith Sugar (HHS), Patricia Swager (SOM), Debra Vigil (SOM), Gini Vogel (CLA), Leonard Weinberg (CLA).

Absent: Gale Craviso (SOM), Terry Henner (SOM), Karen Kopera-Frye (HHS), Tom Lean (A & F), Normand LeBlanc (SOM), Leah Wilds (CLA).

Guests: Milton Glick (President's Office), Jake Kupiec (President's Office), Bourne Morris (JO), Patricia Richard (President's Office),

**2. Perceptions and Opportunities: Thinking Out Loud: President Milton Glick**

Chair Guy Hoelzer introduced President Glick and thanked him for meeting with the senate.

President Glick thanked the senators and guests for coming to this special meeting and said that he appreciated their patience and willingness to listen that had been shown on campus. The presentation was his attempt to share with the community in a variety of venues and the senate was one of the most important venues, what he had been thinking about based on what he had learned and how to make this university what we all want it to be. Glick said that this presentation was his way of thinking out loud; about where he thought the university was going and where it should go in the future as well as his goal to be transparent and efficient about how we make decisions. His goal at end of the academic year was to have something that we would join around and say we would move down this path. Glick would like to go over the facts, and what we need to do, update on budget status and planning life. Glick would like a much simpler planning process which would include, who are our peers, what are our resources compared to our peers, how do we perform compared to our peers, then what are one-half dozen to a dozen questions that when answered tell us what to do, what are the metrics that go with those, and then turn it over to departments, colleges and vice presidents to make that happen. His goal is to delegate authority down to the lowest level, including budget and decision making, with a set of university goals that everyone joins in and says with our resources we will help improve these metrics. The keys to the future would be: to increase student success, how would we increase search capacity and quality, how do we become essential to the community and the state, so they embrace us. According Reno Gazette Journal (RGJ) in the last 15 years the 24-44 year old age cohort had dropped from 35% to 25%. The university would be the key to turning those numbers around ensuring prosperity to the state. We must grow in order to achieve our goal. Glick provided a number of metrics that he would like feedback on and he was very interested in senate feedback in regards to peer data and metrics.

Glick provided the senate with a legislative update. The governor was seeking to cover the 112 million budget shortfall, from state agencies, excluding K-12 but including higher education. The issue of not funding higher education now would be the problems it would create later. The governor's proposed budget, of 176 million would create for higher education 8 million dollars less than we have this year at would occur in July 2007. This would put the university back a decade. While the university numbers were up 2% they were still not at the projected percentage. Some of the reasons were: not funding remedial education, the origination of Nevada State College, raising the admissions standards, changing the core curriculum, and changing the Millennium Scholarship. These decisions were made by the Regents, the institutions, and the legislature.

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The university would have needed to enroll or retain only 300 FTE students to be out of this position which is not many out of 12,000 students. The university needed to recruit and retain more students. Retention was an important factor and the right thing to do. If every undergrad registered for one more credit hour or 1/3 of the students registered for 3 more credit hours. This would put the university in good financial standing. The budget goals were: solve course coverage problem and eliminate sweeping salary savings, move decision making to the lowest level, isolate some central funds for strategic investments, and then cut out bureaucracy. The university won't save a lot of money by cutting out bureaucracy, but would allow people to do their jobs.

Regarding Planning light, Glick's view was that less was more. The university needed to articulate a distinguishable and memorable set of peers. There will be a website set up for the university community to choose who they think our peers should be.

Six-Pac, no Cal

- University of Arizona
- Arizona State University
- University of Oregon
- Oregon State University
- University of Washington
- Washington State University

Western Land Grant

- Colorado State University
- Montana State University
- New Mexico State
- Oregon State University
- University of Arizona
- University of Hawaii
- University of Idaho
- University of Wyoming
- Utah State University
- Washington State University

If we take a look at the six pack, we are very small in relation to them. We have a small student population and we need to diversify the student body, but we are not a broken university, but we could do better. Out percent of the budget that comes from state appropriations is higher than any of the Six pack. We cannot become who we want to become with just state appropriations. UNR is low middle in terms of the Western Land Grant Institutions. Idaho was the only school in the group that received a higher percentage of their budget from the state. How does UNR perform, what are some of the measures used? Research Awards, student retention, graduation, student faculty ration, credit hour profile, salary, annual giving, and quality. When we talk about research dollars, we are only talking about dollars from competitive grants and research dollars that are in Organized Research Units. Instruction includes all departmental research. Our total research expenditures are very small. Glick has been working toward a much closer relationship with DRI, including merging the Office of Sponsored Projects and increasing joint appointments. One reason to work with DRI and EDawn would be to attract more research based business to Nevada. The state currently has a limited high-tech community. The university might be announcing a partnership with Sierra Pacific and Ormat Technologies, Inc. to look at alternate power. Student success and why is he obsessed with student success, mostly because it is the right thing to do. Our students think that this is their second job, our staff, students and faculty think that we are a commuter school. It doesn't matter where they sleep,

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but where live. The mind set has been to say that they can't take a class at a certain time because might conflict with their job schedule, not the student changing their job schedule in order to take a class then. The university needs to change the mind set of the campus, so that it is no longer considered a commuter school. The new student union should be a turning point as the creation of a college town. The university's 4 year graduation rate is 1 in 7 at 15% rate. The national number used now is 6 yrs which puts UNR at 52%, still the lowest in Six Pack. The student to faculty ratio at UNR is twenty to one, and the faculty here teach more hours, due to campus culture and lack of space. There was discussion about the possible new 500 seat auditorium in the new Math and Science Building. Glick said the important part would be for a large teaching classroom. JoAnne Skelly asked about increasing student population through distance education. Glick replied that in his experience that 90% of the students taking distance education are already part of the student body, although it perhaps would work with the more rural communities. Glick stated that at the university that with the help of the NFA the faculty had been well treated as well as classified staff, this should be appreciated and protected.

The average undergraduate student on this campus takes 13.8 hours. There are more students taking twelve hours rather than 15, which affects the graduation rate, retention, credit hours and FTE. A national study states that the more credit hours a student takes the better they do in college, this is the right thing to do for our students. The university could change the tuition model so that tuition would not increase for students taking more than 12 credit hours. It is a bad economical decision for students to not graduate after 4 or 4 ½ years, it decreases their earning power by 28,000 in one year. The average student takes 140 credits prior to graduating. Only about 21% of our freshmen students are working 20 hours per week off campus at the senior year, this goes up to about 30%. However the expectation is that if we believe that our students work more then we treat them as if they work more and don't expect as much from them. It becomes a self-fulfilling prophecy. The university needs more financial aid for those who need it. One of Glick's major campaigns to the legislature (in conjunction with President Ashley, and President Maryanski) is to let us keep our tuition dollars and we will raise it and have higher quality of education and we will have a better situation for the poor people. Low tuition is a subsidy for the middle class but does nothing for the lower class. Bourne Morris asked about date or working students. This information might be helpful to advisors in speaking with students and getting them to realize that this needed to be their number one job. There was discussion about how the student union would create a more cohesive community and increase student retention. Working on campus would also increase retention. This type of culture would take 3 years to develop. Glick would also like the university to be able to attract the best students in this state; a recruiting program perhaps similar to the athletic recruiting program could be used. Better students help to create a higher quality of education. The university not only needs high standards of success, but also the tools that the students need to succeed.

Glick will be giving every department, chair and dean a three page profile of each department This would include how do your students do in graduation, do they graduate from your program or from the university, how many hours in a classroom are your faculty, what are the average course section size, what is your budget, what is your student to faculty ratio. This will give the university their goals. Glick doesn't want to do the planning for the departments. His goal is to put together with the senate and the faculty at large a small set of metrics, set goals, and have everyone know what those dozen goals are. The metrics will be on the President's webpage: <http://www.unr.edu/president/metrics/>

Glick asked the senate the following questions: Are these the right issues? Do we want to do planning light or strategic planning? What method should be used to communicate this? JoAnne Skelly asked

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where the Cooperative Extension fit into the plan. While Glick acknowledged that at this point the Cooperative Extension was not high on his list of concerns, he did say that the Cooperative Extension could help with student recruitment, as a matter of fact; they should be one of the primary recruiters. Glick felt that rather than a strict 40/40/20 split between research, teaching, and service that the model should look more like a Venn diagram, with overlapping circles. Glick's concern is how the departments contribute to the university, what things we can control, what prevents them from doing their best job. Together we have a great shot a moving the institution forward. This model only works if people buy into it.

Meeting adjourned 3:35 pm

Final