

# UNIVERSITY OF LOUISIANA

## Monroe

October 15, 2018

J. Gregory Boyer, PhD  
Assistant Executive Director and  
Director, Professional Degree Program Accreditation  
Accreditation Council for Pharmacy Education  
190 S. LaSalle Street, Ste. 2850  
Chicago, Illinois 60603

Dear Dr. Boyer,

The College of Pharmacy at the University of Louisiana at Monroe (ULM) is pleased to provide this update to the Council on several issues that were of concern to the Board, as indicated in the Accreditation Action and Recommendation report dated June 2018. This report serves to update the board with regard to issues identified in the Focused Evaluation Team Report of April 2018.

The following issues are addressed in this Interim report:

Standard No. 4: Personal and Professional Development  
Standard No. 18: Faculty and Staff – Quantitative Factors  
Standard No. 23: Financial Resources

If you, staff members, or the Board of Directors have any questions concerning our report or any other aspect of our program, please feel free to contact me.

Sincerely,



H. Glenn Anderson, PharmD  
Dean

cc: Nick J. Bruno, PhD, President  
Eric Pani, PhD, Vice President for Academic Affairs

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## **Standard No. 4: Personal and Professional Development**

A **copy** and **brief description** of the co-curricular plan, which provides assurance that activities are mapped to all key elements of Standards 3 and 4 and identifies additional activities for P4 students.

A copy of the co-curricular plan is provided in Appendix 1.

The co-curricular plan provides a structured map for documentation and assessment of student development in all key elements of Standards 3 and 4. The components of the program are outlined below and include: mandatory co-curricular activities, reflection on professional growth related to the activities, attendance at mandatory presentations related to elements of Standards 3 and 4, and participation in peer groups facilitated by a faculty member. Program components will be evaluated and tracked longitudinally through the Professional Growth and Development course series (I-VI) during the P1 through P3 years. Professional growth and development during the fourth professional year will be documented and assessed during the advanced pharmacy practice experiences (APPEs).

### Co-curricular Activities and Reflections

Students will complete one or more hours of co-curricular activities that address professional development in three elements of Standard 3 and one element of Standard 4 each semester. Students may choose to participate in more than one activity to address different elements of Standards 3 and 4, but if students can document that an activity addresses three key elements of Standard 3 and one key element of Standard 4, only one activity will be required per semester. Students will complete reflective statements in the *What? So What? Now What?* format that will address the ways in which the activity helped them to develop in the identified element of Standard 3 and Standard 4. Faculty will ensure that the student has selected appropriate activities to address elements of Standards 3 and 4 and assess the student's reflective statements using a rubric.

### Mandatory Co-Curricular Presentations

Each semester, students in the P1 through P3 years will attend two mandatory co-curricular presentations that introduce topics related to key elements of Standards 3 and 4. The concepts introduced in the large group presentations will be further addressed in the smaller peer groups.

### Peer Groups

Peer groups will consist of a maximum of two students from each professional year and a faculty group leader. The groups will meet two to three times per semester to discuss participation in co-curricular activities and the topics introduced during the large group presentations. Faculty leaders will be provided with a facilitation guide for each peer group meeting, in order to provide consistency in discussion topics and/or questions.

A **detailed description** of continued implementation of the co-curricular plan for all enrolled students, including the Classes of 2019 and 2020.

Students currently in their fourth professional year (Class of 2019) had the benefit of participating in four mandatory co-curricular presentations during their P3 year. All P4 students are required to select and document career and professional development (CPD) goals at the beginning of each of their seven APPEs and to reflect on their achievement of these goals at the conclusion of each APPE. Each student is

also assessed by their preceptor on selected entrustable professional activities and all key elements of Standard 4 at the conclusion of each APPE.

In addition to selecting and documenting goals for career and professional development, the classes of 2020 and 2021 will continue to participate in peer group meetings and document co-curricular activities with corresponding reflective statements in the portfolio software during the 2019/2020 and 2020/2021 academic years.

Finally, the class of 2022, having had the benefit of participating as junior members of the peer group and having attended all required co-curricular presentations, will be prepared to lead the peer groups under the direction of their group facilitator during their fourth professional year. They will also be expected to continue to document and develop CPD goals across their APPEs.

**A brief description** of the progress made toward appointing the Director of IPE and Co-Curriculum. (LIMIT: 400 Words)

The College performed an internal search for an individual for assume the Director of IPE and Co-Curriculum position. The search failed to identify a leader to assume this essential role. Upon discussion with several faculty, the anticipated workload for the individual was a significant deterrent to faculty engagement. Specific concern was the workload involved in development of the processes, assessment, and reporting anticipated as part of the individual programs. To address this concern and motivate recruitment, we chose to split the Director position into two, separate positions for the next year. The position of Director of IPE and Co-Curriculum was split into two positions as follows:

(1) Dr. Roxie Stewart was named as the Interim Program Director for Interprofessional Education (IPE) in September, 2018. She is responsible for the programmatic delivery of the IPE program in the College of Pharmacy, and serves as the decanal representative for IPE to the University and regional IPE efforts.

(2) Dr. Liz Lafitte was named as the Program Director of Assessment in September, 2018. Her responsibilities include implementation and oversight of the comprehensive assessment plan that addresses educational outcomes and the development of practice ready students. Her duties also include oversight of the co-curricular plan.

This developmental period is expected to continue through FY 2019. We will reassess the workload and ongoing need for both leadership roles over Summer 2019. (226 Words)

### **Standard No. 18: Faculty and Staff – Quantitative Factors**

**A brief description** of the progress made in filling the open and interim positions.

The College currently has seven open positions. There is one open position in Monroe in the School of Basic Pharmaceutical and Toxicological Sciences, and there are five open positions in the School of Clinical Sciences. These include two clinical pharmacists, a Regional Dean, and an Endowed Chair of Clinical Research at the New Orleans campus; and one clinical pharmacist at the Monroe campus. We have also created a part-time position for Associate Director of the School of Clinical Sciences at the Monroe campus.

### Status of open positions in New Orleans:

This summer, two candidates interviewed for the Regional Dean position. An offer was made to one candidate, who subsequently declined the offer. The second applicant was not acceptable to the search committee, and there was a recommendation to continue the search. Currently, the Regional Dean position remains posted on our human resources website; we will re-engage the search committee beginning November 1, 2018. The search for the Endowed Chair of Clinical Research is planned to continue in Spring 2019. The two clinical positions are being held as we consider current workloads and right-sizing of our program.

### Status of open and interim positions in Monroe:

In the School of Basic Pharmaceutical and Toxicological Sciences, a search is expected to begin in the spring semester to fill the open Pharmaceutics position for the 2019-2020 academic year. In the School of Clinical Sciences, the open clinical pharmacist position is being held as we consider current workloads and right-sizing of our program. In addition, the Associate Director of the School of Clinical Sciences is currently being recruited internally. This position will represent a 25% commitment of an FTE.

Several college-wide positions have been created since the previous interim report to ACPE. Dr. Paul Sylvester has been appointed as the Interim Associate Dean for Research. In addition, four mid-level positions have been created. Dr. Michelle Zagar is the Program Director of Faculty Development, Dr. Liz Lafitte is the Program Director of Assessment, Dr. Roxie Stewart is Interim Program Director of Interprofessional Education, and Dr. Scott Baggarly is Interim Program Director of Accreditation. The mid-level positions each represent a 25% commitment of an FTE. A search will occur in the spring semester to fill the three interim positions on a permanent basis.

A **brief description** of the progress made toward completion of the faculty and staff workload analysis, along with a description of any changes to faculty/staff strength as a result of that analysis.

Both the School of Clinical Sciences and the School of Basic Pharmaceutical and Toxicological Sciences have completed the initial phase of a detailed workload analysis. Each school developed a list of activities and deliverables that are valued by the college. Appropriate time allotments were agreed upon by each school, and faculty then entered information regarding their own workload into the form or spreadsheet.

The results of the analysis show that we are able to cover all existing curricular components with existing faculty; no faculty teach in excess of 50% unless required by position specific job description. Findings specific to each school are as follows.

- Basic Pharmaceutical & Toxicological Sciences
  - Workloads are appropriate for the positions that are held by existing faculty.
  - The open pharmaceutics position should be rehired to maintain state-wide expertise in this discipline, to decompress junior faculty teaching loads, and to provide additional discipline specific expertise for meeting our educational mission.
  - The need for additional toxicological faculty for the B.S. in Toxicology program should be explored.

- Clinical Sciences
  - The mid-level administrative positions were all filled by faculty in the clinical sciences department, which has led to a concern that these positions may have created workload inequalities. However, our current workload analysis shows that there is sufficient capacity for the individuals assuming those roles to do so with minimal change in current assignments and existing faculty have the capacity to assume any workload reassignments that may be necessary.
  - Given current student enrollment, we are “right-sizing” by holding the open clinical positions, with the exception of the Regional Dean and Endowed Chair positions in New Orleans.

We will continue to refine our process and will re-assess workload annually, with a focus on ensuring successful delivery of the curriculum and expansion of our practice efforts where opportunities exist. As a result of this process, we are more aware of our existing faculty workloads, we have the capacity to be flexible and strategic when determining where the most pressing needs for expansion exist. We plan to open positions based on enrollment, programmatic needs, and opportunity.

**Standard No. 23: Financial Resources**

A **copy** of the updated proforma that incorporates the “right-sizing” of the College faculty and staff based upon enrollment.

A copy of the updated proforma is provided in Appendix 2.

A **detailed description** of the progress made on the salary revision plan for both faculty and staff, including any plans for ongoing salary adjustments to address compression.

To address the college’s faculty recruitment and retention difficulties, a salary revision plan was included as part of the pro forma model. The plan called for raises to be provided to faculty and staff in October 2017 (increase in expenditure of approximately \$700,000 annually) and July 2018 (increase in expenditure of approximately \$300,000 annually). This plan will bring ULM COP faculty salaries near to AACCP 2016-17 Profile of Pharmacy Faculty averages. The first phase of the Salary Revision Plan was enacted in October 2017 and addressed Assistant and Associate Professor salaries specifically. Professor and administrative salaries and stipends were addressed in August 2018. These increased personnel expenditures will be taken from Pharmacy Reserve Funds until they can be moved to College General Funds. This plan, which was developed in 2017, stated that the University intended to move all pharmacy salaries to the general fund over the next two years. The University was able to move \$243,000 to the general fund in FY18; unfortunately, no additional monies were moved for FY19. We have also developed a faculty retention plan to address merit raises in the future, which will be contingent upon availability of funds.

A **detailed description** of any adjustments made to the School budget to meet programmatic needs.

The college is resourced from four primary sources: state allocations, tuition, professional fees, and gifts. Our state funds universities through use of a formula funding model that appears to discriminate against ULM. The University of Louisiana Monroe continues an advocacy program targeted at creating

recognition of the College of Pharmacy's need for additional funding through a special appropriation as has been done previously and a reevaluation and revision of the State's formula funding model for a more permanent solution. We will have evidence of the success of these efforts in late Spring 2019.

In the interim, the college has planned for budgetary needs to be addressed through changes in tuition and fees and a more vigorous recruitment effort. Over 80% of the College's annual operating budget is resourced through student tuition and professional fees. Student enrollment, enrollment mix, and progression are essential to the program's financial viability. Historically, the College has seen a substantial decrease in out-of-state (OOS) student admissions as new Colleges/Schools of Pharmacy have launched within states contiguous to Louisiana and as our OOS tuition has increased and exceeded regional OOS tuition averages. We plan to address resource needs by establishing reasonable recruitment targets, facilitating matriculation pathways, and addressing the current, noncompetitive, OOS tuition.

Given the delay in movement of salary expenditures to the general fund, the College will take action to protect our reserve fund from depletion in one or more of several ways. The primary action planned is revision of the OOS student tuition. Our current OOS tuition is approximately \$34,000 plus \$10,000 in professional fees (\$44,000 annual all-in cost). Regional average in state tuition of \$27,250 has made our OOS tuition noncompetitive. Our plan calls for reduction of OOS tuition to \$27,000 plus \$10,000 in professional fees (\$37,000 annual all-in cost). We believe this action -- coupled with an increased regional recruitment presence --- will position our program to achieve targeted OOS admission of 5-8 students annually.

As part of our tuition evaluation, we scrutinized our charged in-state tuition relative to our regional peers. We found that our charged in-state tuition was below regional in-state averages and an opportunity to revise our in-state tuition exists. We have included in our plan a 20% increase in annual student tuition from \$15,000 to \$18,000 annually (approximately \$28,000 all in annual cost of attendance). We plan to implement revised tuition schedules in Fall 2019 with increases in tuition to occur in relation to the evolving regional cost of pharmacy school attendance.

Our second planned action was influenced by the workload analysis completed Fall 2018. We found that current staffing levels are sufficient to deliver the college's curriculum, meet service responsibilities, and allow continuance or expansion of current research efforts. We have chosen to hold (or delay) the hiring of nonessential personnel until such time as sufficient need for these faculty lines is identified and the funds are available. Faculty lines will be identified as essential if they are required to assure no faculty member's teaching load exceeds 50% of work time or if these lines are part of the planned evolution of our New Orleans campus.

Together, the actions described should solidify the revenue generated by the College and provide long-term fiscal stability for the program. The primary concern is student enrollment/matriculation. We have considered this issue and believe that the conservative and flexible enrollment targets selected are realistic when considering current enrollment numbers and mix when coupled with the anticipated number of PharmD applications originating from the State of Louisiana.

Of importance is the pro forma model's influence on future strategic planning. The College will hold hiring of three faculty lines as part of our fiscal plan. This decision will be reconsidered in FY 2022/2023 once student enrollment, and the revenue generated, is able to support additional faculty lines.

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# CO-CURRICULAR PLAN

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## PERSONAL GROWTH AND DEVELOPMENT

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This is a six series course sequence entitled Personal Growth and Development, I-VI. Each will be 1-cr hour, credit/no credit courses that includes the following:

- Two mandatory presentations per semester that introduce concepts that will be further developed in small group meetings (see Peer Groups section).
- Programming content:
  - P1 fall: Participating in peer groups
  - P1 spring: Professionalism (bootcamp and 4010 presentations)
  - P2 fall: Self-awareness (GiANT 5 voices/5 gears)
  - P2 spring: Leadership (communication code/support challenge matrix)
  - P3 fall: Innovation
  - P3 spring: Leadership (understanding others/bridging change)

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## PEER GROUPS

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- Each faculty member will facilitate groups comprised of 2 students from each professional year.
- Mentoring groups will meet two to three times per semester: Once at the beginning of each semester to orient students to the group, following each of the mandatory presentations to further discuss the topics presented, and again at the conclusion of the semester (fall semester – to monitor progress on portfolio, spring semester for final evaluation). Formative assessment of the portfolio should be provided to the student throughout the year and the summative evaluation shall include formal feedback.
- Peer evaluations within mentoring group will occur at mid-point and end of year.
- When the students who matriculated in 2017 become P4s, they will be expected to facilitate the peer group sessions with faculty oversight and guidance.

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## ACTIVITIES

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Students shall engage in at least 1 co-curricular activity each fall and spring; students should have engaged in activities that address all 6 sub-domains of Standard 3 by the end of each academic year.

Evidence of these activities will be added to the student portfolio. The student must include a reflection for each activity.

To encourage critical reflection, each reflection shall be in the *What? So What? Now What?* format and shall include: the sub-domain (at least 1 each from Standard 3 and 4) addressed by the activity (in the student’s opinion) and their justification for selecting those sub-domains.

### SAMPLE ACTIVITIES

The following table is not exhaustive; rather, it is meant to provide students with ideas for activities that may address each sub-domain of standards 3 and 4.

Activity	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	4.4
Social Activities					√		√			
Community outreach-education						√	√			
Leadership conferences – participation in educational sessions or activities							√	√		
Awareness month activities		√			√		√			
Mission Trip					√	√	√			
Utah School on Alcoholism					√		√			
Induction ceremonies – planning or executing	√							√		√
White coat ceremony – planning or execution	√							√		√
Officer retreat								√		√
Serve as Org Officer						√		√		√
Serve as Class Rep						√		√		√
Dean’s Advisory Council	√					√		√		√
IPE Activities				√						



Activity	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	4.4
Tutoring		√				√				
Mentoring						√		√		
Recruitment activities					√	√		√		
Conference – education/leadership sessions, poster presentation, committees, competition								√	√	√
COP Committee member						√		√		
Plan/develop new co-curricular activities	√								√	
Plan existing co-curricular activities	√								√	
CV Writing/tips						√				√
Elective research	√								√	
Plan fundraiser	√							√		
Organization membership										√
Attendance at presentations by guest speakers										√
Clinical Skills competition			√							√
New Member education										√
Planning a large-scale event such as Poor Mans Run, Legislative day, etc.	√							√		
Health fairs (participation)		√	√	√		√		√		√

## LEVELS OF ENGAGEMENT

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- *Level I*
  - Successful completion of the Personal Growth and Development course each semester, attendance/participation in peer groups, and participation in activities that address standards 3 and 4.
  
- *Level II*
  - A higher number of documented hours spent in various activities that are currently offered as service learning and new activities that have been developed.
  - Examples: lunch presentations, volunteer activities, “5th Gear” behaviors, organization membership and participation
    - 1 cr hour (total) awarded for completion of 3 activities each semester x 5 semesters = 15 hours of activity plus outside time for preparation and portfolio/reflection development.
    - 2 cr hours (total) awarded for an additional documented 15 hours of activities with outside preparation and portfolio/reflection development.
  
- *Level III*
  - Participation in a higher number of hours in Level II activities or participation in specific activities
  - Examples: organization leadership, PALS membership, class rep/student council

## PORTFOLIO

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Students will create a portfolio of their activities using the new software VIA. Each activity will have an accompanying reflection using the What? So What? Now What? format.

At the beginning of the spring semester, faculty will review the activities and reflections. Feedback will be provided to the students as needed.

## TIMELINE

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AY beg		Mandatory meetings	Peer Groups	Portfolio	Self-selected Activities	Career & Prof. Dev. Goals & Reflections
2017	P1	X			X	
	P2	X			X	
	P3	X			X	
	P4					
2018	P1	X	X	X	X	
	P2	X	X	X	X	
	P3	X	X	X	X	
	P4*					X
2019	P1	X	X	X	X	
	P2	X	X	X	X	
	P3	X	X	X	X	
	P4		X	X	X	X
2020	P1	X	X	X	X	
	P2	X	X	X	X	
	P3	X	X	X	X	
	P4		X (Lead)	X	X	X

\*Although the class of 2019 did participate in mandatory group sessions for fall 2017 and spring 2018 and have been involved in various activities due to their service learning requirements, they have not had the benefit of all mandatory sessions and will not be included in the peer groups or portfolio development for the 2018/2019 academic year.

## P4 ACTIVITIES/EXPECTATIONS

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Class of 2019:

These students had the benefit of engaging in four mandatory co-curricular presentations during their P3 year, but will not be required to participate in peer groups or portfolio development during the 2018/2019 academic year. However, current P4s are documenting and self-assessing goals for career and professional development related to each advanced practice experience and are assessed on their

level of achievement for entrustable professional activities and all areas of Standard 4 for each APPE rotation.

Class of 2020:

In addition to the activities detailed above, these students will continue to participate in their peer groups and continue to develop their portfolio by including the activities that are unique to their P4 year.

Class of 2021:

These students will also serve as leaders of their peer groups, with oversight and guidance by their faculty facilitators.

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## ASSESSMENT

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### STANDARDS

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.3. Patient Advocacy (Advocate) - Assure that patients’ best interests are represented.

3.4. Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.5. Cultural sensitivity (Includer) - Recognize social determinants of health to diminish disparities and inequities in access to quality care.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

### PORTFOLIO

Evidence of effective problem solving from coursework or other opportunities.

Co-curricular activities  
IPPE/APPE activities

IPPE/APPE activities

IPE activities

Co-curricular activities  
IPPE/APPE activities

Co-curricular activities  
IPPE/APPE assignments

4.1 Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	MBTI (P1 year) Co-curricular activities
4.2 Leadership (Leader) – Demonstrate responsibility for creating and achieving shared goals, regardless of position.	EQI (P1 and P4) Co-curricular activities
4.3 Innovation and Entrepreneurship (Innovator) – Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.	Co-curricular activities Didactic assignments IPPE/APPE assignments Pharmacy Student Entrepreneurial Orientation
4.4 Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	EQI (P1 and P4) APIPHANI Co-curricular activities

APPENDIX 2: Updated Pro-forma

University of Louisiana Monroe										
School of Pharmacy										
Pro-Forma Budget										
FY2016 - FY2025	Year #1 7/18-6/19	Year #2 7/19-6/20	Year #3 7/20-6/21	Year #4 7/21-6/22	Year #5 7/22-6/23	Year #6 7/23-6/24	Year #7 7/24-6/25	Year #8 7/25-6/26	Year #9 7/27-6/28	Year #10 7/29-6/29
<b>AVAILABLE FINANCIAL RESOURCES</b>										
ULM Budget Allocation	8,683,781	9,684,032	9,806,693	9,947,166	10,180,240	10,290,846	10,403,663			
Pharmacy Special Reserve Allocation	1,781,035	1,959,139	1,959,139	1,964,657	1,986,732	1,986,732	1,986,732			
Pharmacy Education Support Fees (from Louisiana Board of Pharmacy)	0	0	0	0	0	0	0			
Vivarium	15,800	15,800	15,800	15,800	15,800	15,800	15,800			
Toxicology Fees	30,000	30,000	30,000	30,000	30,000	30,000	30,000			
Endowed Chair Program Support	18,000	18,000	18,000	18,000	18,000	18,000	18,000			
<b>TOTAL ANNUAL RESOURCES</b>	<b>10,528,616</b>	<b>11,706,971</b>	<b>11,829,632</b>	<b>11,975,623</b>	<b>12,230,772</b>	<b>12,341,378</b>	<b>12,454,195</b>			
Pharmacy Special Reserve Contingency	2,516,432	1,361,032	1,291,311	1,125,423	1,122,243	1,414,462	1,817,889			
Pharmacy Special Reserve Contingency CDs	800,000	800,000	800,000	800,000	800,000	800,000	800,000			
Endowment Income	20,000	20,000	20,000	20,000	20,000	20,000	20,000			
<b>TOTAL RESERVE RESOURCES</b>	<b>3,336,432</b>	<b>2,181,032</b>	<b>2,111,311</b>	<b>1,945,423</b>	<b>1,942,243</b>	<b>2,234,462</b>	<b>2,637,889</b>			
<b>USES</b>										
<b>TOTAL PERSONNEL</b>	<b>9,155,397</b>	<b>9,340,163</b>	<b>9,677,599</b>	<b>9,677,601</b>	<b>9,677,602</b>	<b>9,677,604</b>	<b>9,677,605</b>			
Departmental Uses										
Basic Pharmaceutical Toxicological Sciences (2BPTS)	280,400	265,400	151,400	131,400	91,400	91,400	91,400			
Clinical Sciences (2CLSC)	85,000	85,000	79,000	79,000	79,000	79,000	79,000			
Pharmacy Admin (2PHINT)	993,486	803,486	803,486	803,486	803,486	803,486	803,486			
Academic Affairs I	797,000	697,000	697,000	697,000	697,000	697,000	697,000			
Research	7,650	7,650	7,650	7,650	7,650	7,650	7,650			
Outreach (2POPS)	119,970	119,970	119,970	119,970	119,970	119,970	119,970			
Shreveport (2PHSH)	142,096	142,096	142,096	142,096	142,096	142,096	142,096			
NOLA (2PHNO)	77,517	125,167	125,167	125,167	125,167	125,167	125,167			
Vivarium	25,500	15,500	15,500	15,500	15,500	15,500	15,500			
Total Direct Expenditures	2,528,619	2,261,269	2,141,269	2,121,269	2,081,269	2,081,269	2,081,269			
Direct Expenditure Inflation	0	175,260	176,650	179,933	179,682	179,078	179,069			
<b>Total USES</b>	<b>11,684,016</b>	<b>11,776,692</b>	<b>11,995,519</b>	<b>11,978,803</b>	<b>11,938,553</b>	<b>11,937,951</b>	<b>11,937,943</b>			
Net Revenue	-\$1,155,400	-\$69,722	-\$165,887	-\$3,180	\$292,219	\$403,427	\$516,252			

APPENDIX 3: Faculty Workload Charts

