



# STRATEGIC BUDGETING IN ACADEMIC AFFAIRS 2019-2020



PREPARED AT THE REQUEST OF THE PROVOST

SONOMA STATE UNIVERSITY

SEPTEMBER 2019

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## ACKNOWLEDGEMENTS

This report is historic in that it is the first time in the history of Academic Affairs at Sonoma State University that we present an extensive analysis of the division's budget model. The report aligns with the President's charge to the President's Budget Advisory Committee (PBAC) to align the budget to strategic priorities. This report has been over a year in the making and much credit goes to the many individuals that have contributed over that time. In no particular order, below are the list of persons that worked or provided guidance on different sections of the report.

- Science and Technology Lynn Stauffer and Julie Barnes
- Social Science Maureen Buckley and Karen Leitsch
- Arts and Humanities Hollis Robbins and Tai Russotti
- Education David England, and Gayle Graff
- Business and Economics Dan Petree, Karen Thompson, and Natalie Williams-Munger
- Library Karen Schneider and Alyssa Corona
- Campus Budget Laura Lupei and Hayley Avery
- Reporting and Analytics Sean Johnson and Chelsea Kilat
- Provost Office Jo-ann Dapiran, Karen Moranski, Deborah Roberts, Vivi Yang, and Elias Lopez
- IT Lee Krichmar and Jen Aaseth

Lastly, a big thank you to Provost Lisa Vollendorf, who requested this report and also reviewed the many drafts throughout the course of the year, and to our Chief Financial Officer, Joyce Lopes, for bringing the concept of strategic budgeting to Sonoma State University.

The most significant contribution to making this report a reality has been made by Dr. Elías López, AVP for Academic Resources and the lead author on the report.

The analysis that follows focuses on stateside funding only. Next year, we aim for this report to include some of the other major units in Academic Affairs like Extended Education and Office of Research and Sponsored Programs (ORSP).

For questions on this report, please contact your Dean or Senior AVP Elias Lopez at [elias.lopez@sonoma.edu](mailto:elias.lopez@sonoma.edu).

# Summary

## Executive Summary

At Sonoma State University, we are proud to offer a high-quality, affordable, education to more than 9,000 students. We have 600 faculty and 200 Academic Affairs staff working hard every day to support our core academic mission and ensure academic excellence at SSU. As the largest division at the university, Academic Affairs has responsibility for supporting student, faculty, and staff success. Key factors to that support include clear budgeting, communication, and outcomes assessment.

The division houses all of SSU's schools, including the Schools of Arts and Humanities, Business and Economics, Education, Extended and International Education, Science and Technology, and Social Sciences. We also house the University Library, Information Technology, and, as of December 1, 2017, Admissions, Outreach, and Records.

Provost Vollendorf began her tenure at Sonoma State University in July 2017. Since that time, she has been working with her team to evaluate the current budget models and business practices of the division. Some of the challenges of past models have become clear over time through conversations with deans, faculty, associate vice presidents, school administrative managers, department chairs, staff, and other stakeholders.

Strong resource management is critically important for our success at Sonoma State. Since the CSU funding model relies heavily on student enrollments, enrollment management in particular is an important component of our fiscal stability and overall success. Academic Affairs is moving towards a multi-year planning model and one that aligns our budget to the strategic plan. This will allow us to invest in our strategic priorities of supporting our people, our programs, and our physical plant so we can best deliver on our commitment to be one of the state's—and potentially the nation's—best public universities. During the creation of the campus strategic plan, close to 80 percent of the respondents felt it was very important or absolutely essential for SSU to be a national model for student success and academic excellence<sup>1</sup>.

## The Importance of Strategic Budgeting in Academic Affairs

Strategic budgeting is the process of aligning the budget to the strategic plan and goals. Beyond the constraints of the current fiscal year, it affords more flexibility by encouraging planning over multiple years and utilizing multiple sources of funding.

As an example, currently at SSU there are daily complaints from faculty about the conditions of our general assignment classrooms. Some of these complaints range from technology not working properly, lack of cleanliness, inadequate ventilation, or furniture not standardized or missing. With the newly introduced Strategic Plan, and the resulting Academic Affairs Strategic Plan, Goals, and Tactics, one of the priorities for

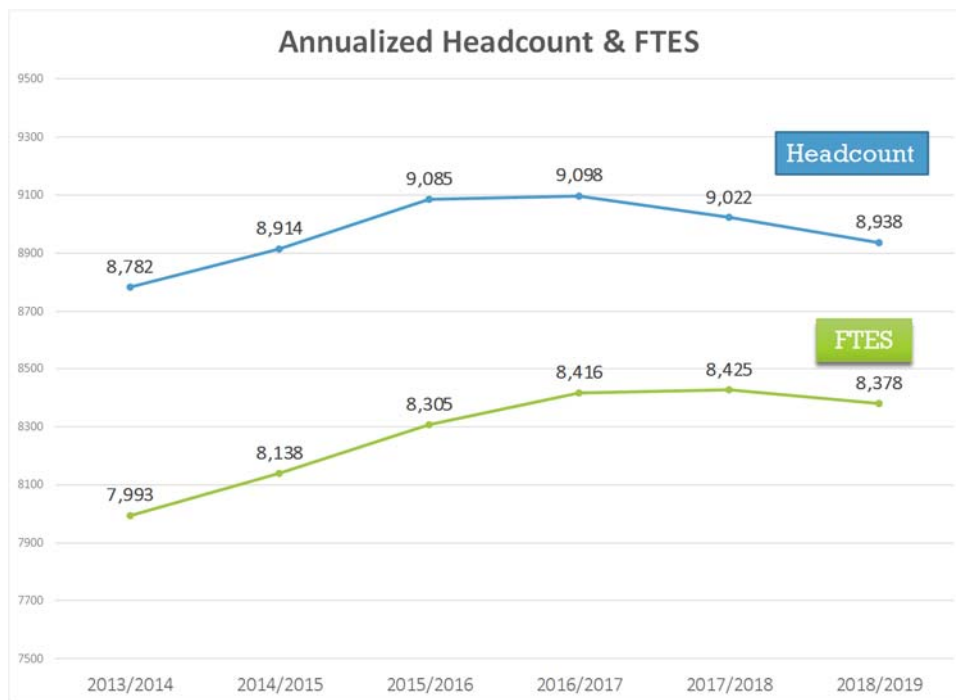
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<sup>1</sup> <http://strategicplan.sonoma.edu/>

the university is to create and maintain twenty-first century teaching and learning classrooms that promote student success and active learning spaces. To this end, the Provost will be investing \$3 million to bring our classrooms to the standards that Academic Technology and Instructional Spaces Subcommittee (ATISS) of the Academic Senate is developing. These standards will include academic technology, furniture, ADA requirements, lighting, and general classroom conditions. In addition, the Provost and the Senate’s Academic Planning, Assessment and Resources Committee (APARC) will jointly be sponsoring an annual classroom condition survey to ensure that we monitor and maintain these standards. Both faculty and student feedback has been and will continue to be solicited as part of this process to ensure that we create spaces that promote active learning.

Strategic budgeting also promotes an all-source funding approach, also known as “all-funds budgeting.” This includes using the combination of one-time funds, permanent funds, stateside and other types of funds. For classrooms, we will be using one-time funds (\$3 million from the Provost account) and leveraging existing permanent funds from existing units like Academic Technology, Facilities, and Custodial. The team estimates that it will take about three to four years to bring our classrooms to the ATISS standards.

As mentioned earlier, strategic budgeting allows planning beyond the constraints of the current fiscal year, even in difficult times. One major constraint is declining enrollments, which have been on the decline for four years since they peaked by headcount in fall 2015. Although the University has been able to have slow gradual increases in FTES, headcount has been on the decline. This decline in students means less tuition fee revenues for the university. SSU has launched a major initiative to turn this trend around but we expect at least one more year of sluggish enrollments.



## Provost Commitments

Despite declining enrollments, strategic budgeting has made it possible for the Provost to address items that were previously thought to be unobtainable. Below is a summary of the major commitments from the Provost:

1. Renovating and modernizing classrooms
2. Bringing tenured and tenure-track faculty to the 15<sup>th</sup> percentile of the CSU
3. Bringing lecturers salaries in alignment with the 15<sup>th</sup> percentile of the CSU
4. Increasing staff salaries to within 5% of market rate by classification and occupation as part of the campus commitment to staff equity (phase 1 = summer 2019; phase 2 = summer 2020)
5. Maintaining tenure density at or above 60%

The Provost is able to commit and deliver on these commitments using a combination of one-time, permanent funds, and a multi-year approach, accompanied by stronger resource management.

# Towards More Transparent Allocations of OE

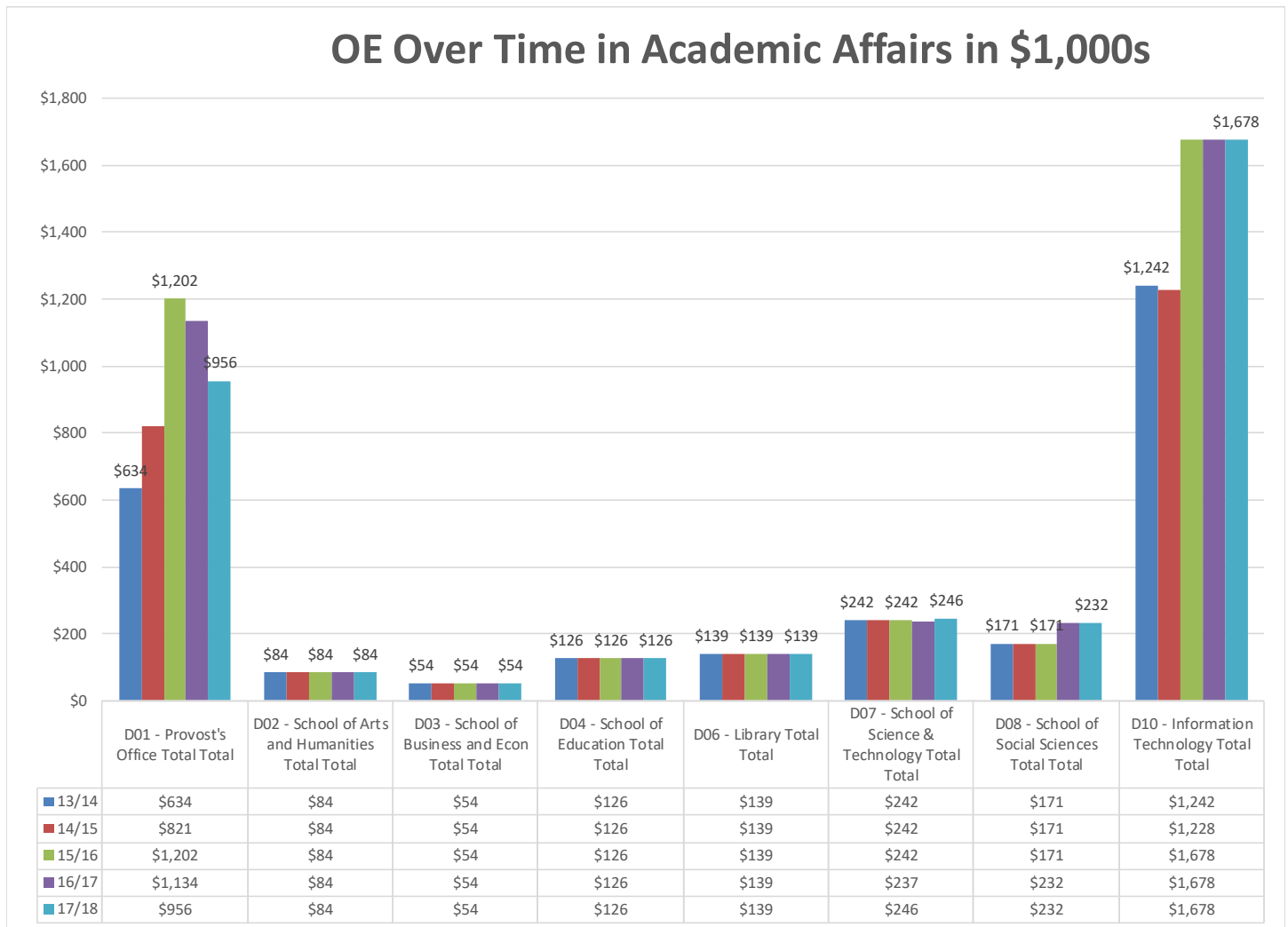


# Issues with Current OE Distributions

Annual operating expense (OE) is one of those areas clouded in mystique. The section below provides an analysis of operational expenses (OE) in Academic Affairs and proposes a new methodology for allocating OE that will be transparent, enables multi-year planning, and is equitable across schools. First, it is helpful to understand the issues that have existed with the OE allocation in recent history.

## Issue 1: OE Has Not Changed Over Time for Some Units

One of the major problems with the current approach is that OE for some schools has not changed in the last five years. For instance, the School of Arts and Humanities began with an OE allocation of \$84,000 in 2013/2014 and in 2017/2018 had the exact same allocation.

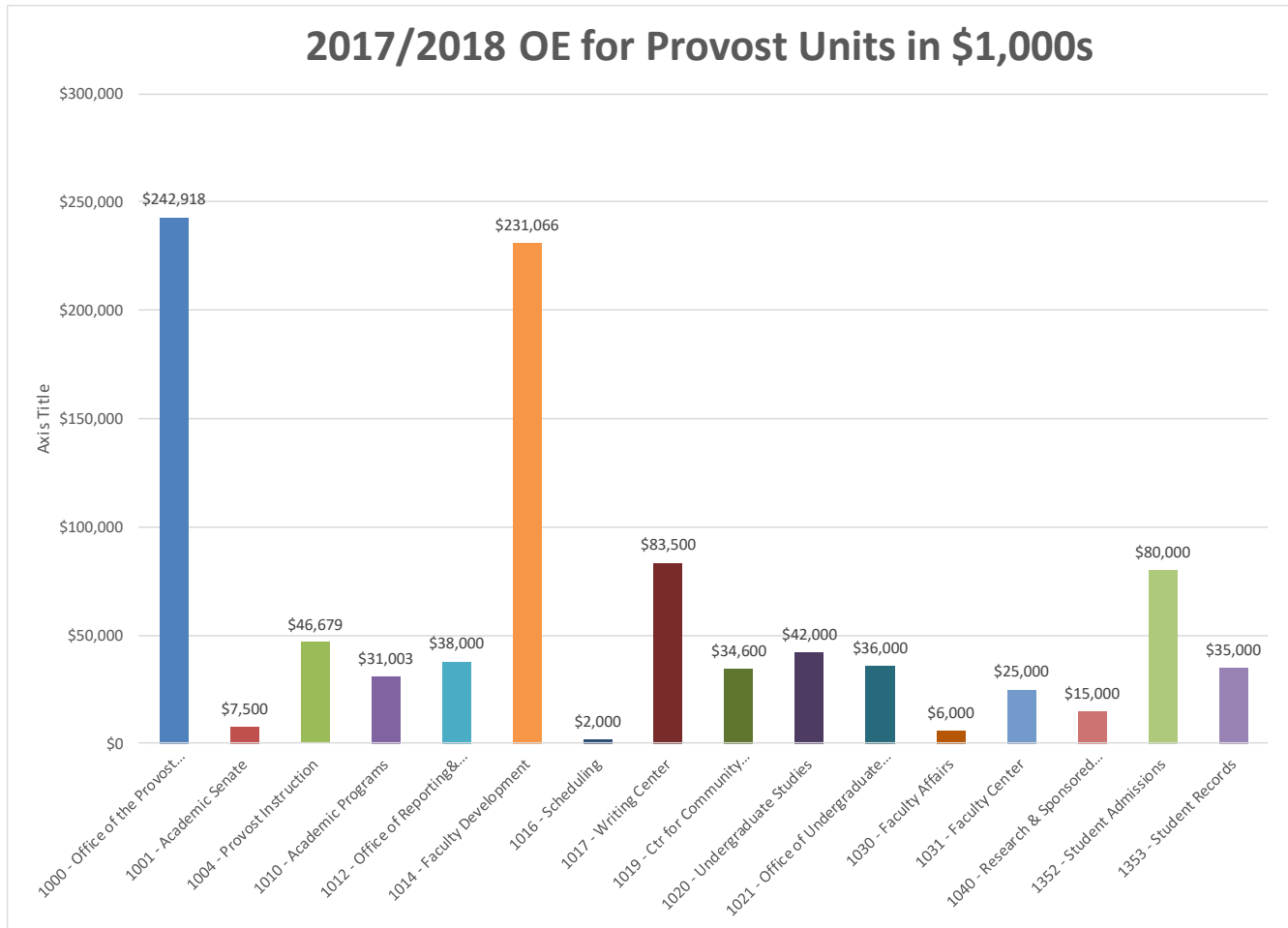


## Issue 2: Unclear Methodology for OE Allocations

In some units, OE has increased but the increases have occurred for different, and sometimes inconsistent, reasons. Below is an explanation of OE distributions over time by unit to the extent that we have been able to contextualize the history around the distributions.

### *Office of the Provost*

OE in the Provost Office increased when the Campus Budget Office moved OE permanently to cover existing costs such as Faculty Professional Development. Below is a snapshot of the OE in the Office of the Provost.



<b>Original OE Base</b>					
<b>D01 - Provost's Office</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>
1000 - Office of the Provost and VP	627,978	595,933	808,918	242,918	242,918
1001 - Academic Senate		7,500	7,500	7,500	7,500
1004 - Provost Instruction		24,929	79,679	46,679	46,679
1010 - Academic Programs		6,000	6,000	6,000	31,003
1012 - Office of Reporting & Analytics		8,000	38,000	38,000	38,000
1014 - Faculty Development	5,828	5,828	31,066	231,066	231,066
1016 - Scheduling		2,000	2,000	2,000	2,000
1017 - Writing Center			4,500	37,500	83,500
1019 - Ctr for Community Engagement		3,000	23,000	23,000	34,600
1020 - Undergraduate Studies		146,368	155,826	94,541	42,000
1021 - Office of Undergraduate Resrch				36,000	36,000
1030 - Faculty Affairs		6,000	6,000	6,000	6,000
1031 - Faculty Center			-	25,000	25,000
1040 - Research & Sponsored Programs		15,000	40,000	15,000	15,000
1350 - Student Recruitment					
1352 - Student Admissions		80,000	80,000	80,000	80,000
1353 - Student Records		35,000	35,000	35,000	35,000
<b>D01 - Provost's Office Total</b>	<b>633,806</b>	<b>935,558</b>	<b>1,317,489</b>	<b>926,203</b>	<b>956,266</b>

The typical practice has been as follows: units within the Office of the Provost charged the operating expenses directly to their departments. Then at the end of the year, a budget journal of one-time funds were moved from department 1000 to cover the exact amount. For instance, notice that department 1350 Student Recruitment has no permanent base and they have been operating on the transfer of one-time funds.

### *Information Technology*

<b>Units</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>
SO100-3100 - Information Technology			\$ 50,000	\$ 252,645	\$ 252,645
SO500-3100	\$ 807,778	\$ 202,645	\$ 1,207,645		
SO100-3102 - Computer Operations	\$ 70,000	\$ 70,000	\$ 70,000	\$ 425,000	\$ 425,000
SO500-3102		\$ 355,000			
SO100-3103 - Academic Technology				\$ 270,000	\$ 270,000
SO500-3103		\$ 70,000			
SO100-3105 - Network Security and Comm Svc	\$ 115,000	\$ 115,000	\$ 115,000	\$ 225,000	\$ 225,000
SO500-3105		\$ 110,000			
SO100-3106 - Workstation Security and Svcs	\$ 200,000	\$ 200,000	\$ 200,000	\$ 470,000	\$ 470,000
SO500-3106		\$ 70,000			
SO500-3120 - Common Mgmt Systems	\$ 49,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000
<b>D10-Information Technology Total</b>	<b>\$ 1,241,778</b>	<b>\$ 1,227,645</b>	<b>\$ 1,677,645</b>	<b>\$ 1,677,645</b>	<b>\$ 1,677,645</b>

In IT, although there is more to do, there has been some progress. After campus review, a permanent transfer of OE was made. Before that IT had all their funds swept at year end and then had to ask throughout the year for projects to be funded.

## *School of Social Sciences*

In 2016/17, the OE for School of Social Sciences went from \$170,779 to \$232,064. Permanent OE of \$61,748 was transferred for Sophomore Year Experience.

## *School of Education*

\$30,000 has been embedded in the School of Education's Operating Expenses for teaching credential accreditation requirements and student placements.

### **Issue 3: OE Allocations to Academic Departments Differ by Schools and not Consistent**

Currently schools use different methodologies for OE distributions. In one School, for instance, they distribute \$2,000 per department and then distribute what is left over based on faculty/staff FTE and FTES. Another School uses various metrics, including equipment inventory to distribute OE. In a third School, OE is allocated on FTES, FTEF, and majors. In addition, for some departments in Academic Affairs OE is part of the base budget, but in others it is not.

### **Issue 4: Lack of Specificity about What OE Should Cover**

The definition of OE and what it covers is not clear. For example, should OE cover basic supplies, FF&E, professional development? All of these? The lack of clarity about the purpose of OE puts the division in a potentially weak position and also places us at risk during a downturn. Fundamentally, if we do not know the purpose of the funding, we are not well positioned to be strategic with our budget.

Academic Affairs also houses critical units like IT, Records, Admissions, Outreach, and Office of Reporting and Analytics, Faculty Affairs, Academic Programs, Faculty Center, Center for Community Engagement that have a variety of different needs. We need to determine how to handle OE allocations for these critically important support units.

## **Recommendations for the Provost's Consideration**

The workgroup is recommending the following for the Provost to consider.

### **OE for Academic Schools/Departments**

1. Narrowly define OE to include only basic expenses like supplies, contractual services, non-contractual services, printing, memberships, instructional supplies and equipment, and telephone to

name a few. Large and targeted items like Professional Development, Sophomore Year Experience, Accreditation and Teaching Credential, and FF&E should be in separate accounts.

2. Keep the methodology simple using only FTES and FTEF. This will allow Schools and Departments to easily determine their allocation for the next year and thus allow for multi-year planning.
3. If enrollment increases, and Academic Affairs gets additional enrollment funds, the division should strive to increase OE.
4. Once the Sophomore Year Experience and Teaching Credential funds have been removed, the five schools have a combined \$650,470 in OE for basic expenses. Permanently distribute \$650,470 as OE on a formula equally weighted by full-time equivalent instructional faculty (FTEF) and full-time equivalent students (FTES). This methodology balances changes from year to year that may occur on the number of instructional faculty and students in a department. Below is the distribution based on this formula.

**OE Proposed Methodology on FTES and FTEF and Current OE**

*All schools would retain current levels of OE but new OE would be for schools with unmet need*

Current OE of All Schools  
\$650,470

School	OE Distribution If New Funding Available (based on actuals)											F. Current OE Distribution Continues Until New Funding Identified	
	A. 50% of OE Distributed on FTES			B. 50% of OE Distributed on FTEF			C. New Distribution Total			D. New Funding Required			
	FTES	Distribution from FTES	Funding from FTES	FTEF	Distribution From FTEF	Funding From FTEF	Funding From FTES and FTEF	Lab or Special Instruction Supplement	Total Proposed	New Funding for FTES & FTEF	CPI Inflation Adjustment for OE		Total Future Adjustments
School of Arts & Humanities	2,169	25%	\$82,458	105.6	28%	\$91,580	\$174,039	\$0	\$174,039	\$89,744	\$6,788	\$96,531	\$84,295
School of Business & Economics	1,074	13%	\$40,817	37.1	10%	\$32,201	\$73,018	\$0	\$73,018	\$19,181	\$2,848	\$22,029	\$53,837
School of Education	555	6%	\$21,092	32.2	9%	\$27,881	\$48,973	\$47,255	\$96,228	\$0	\$3,753	\$3,753	\$96,228
School of Science & Technology	2,292	27%	\$87,134	115.2	31%	\$99,848	\$186,983	\$58,811	\$245,794	(\$0)	\$9,586	\$9,586	\$245,794
School of Social Science	2,466	29%	\$93,734	85.0	23%	\$73,724	\$167,457	\$2,859	\$170,316	\$0	\$6,642	\$6,642	\$170,316
<b>Grand Total</b>	<b>8,555</b>	<b>100%</b>	<b>\$325,235</b>	<b>375.1</b>	<b>100%</b>	<b>\$325,235</b>	<b>\$650,470</b>	<b>\$108,925</b>	<b>\$759,395</b>	<b>\$108,925</b>	<b>\$29,616</b>	<b>\$138,541</b>	<b>\$650,470</b>

(\$61,748) Sophomore Year Experience in School of Social Science  
(\$30,000) Teaching Credential in School of Education

The table above takes the \$650,470 of OE and \$325,235 is distributed on FTES (section A) and the other half on FTEF (section B). Section C shows the proposed OE under this methodology. For some of the schools there was an additional supplement for lab or special instruction. This was done to ensure that these schools could at the minimum cover their current expenses based on the last five years of expenditure data.

Section D shows the total new funding of OE required based on the FTES and FTEF methodology. In addition, section D shows how much each school would receive if OE was increased to keep up with inflation using the Consumer Price Index. The total amount of new funding required would be \$138,541.

Section F shows the current levels of OE and the schools would remain at this level until new funding for OE becomes available.

5. Consistent with our current practice, Deans would determine OE distributions at the school and department level. The allocations to departments will be made in early fall. As part of the annual

strategic budgeting and planning effort, deans would report out on how funding supports strategic priorities.

- To avoid putting the entire burden on OE, each school will strive to maintain a 5% reserve for unanticipated expenses and continue to diversify their funding from grants and IDC, Extended Education, Instructional Related Activities (IRA), and endowment distributions. Furthermore, the division will continue to strive to provide FF&E allocations to the schools.

## Professional Development

- Create a separate category for tenure-track faculty professional development and transfer the \$200,000 from the Provost’s office to the schools/departments at the beginning of each term.
- Dean’s will have the flexibility to create their own criteria on how they award the funds but will need to submit an annual impact report as part of our strategic budgeting annual process.
- Again, keep it simple with one methodology for all schools and academic departments based on tenured and tenure-track faculty FTE. This distribution includes all chairs and Library faculty. Only regular appointments are included.

### Proposed Methodology for Distributing Professional Development for Faculty

School	2014	2015	2016	2017	2018	Percent	Allocation
AA-Library	6.0	5.0	2.0	5.0	6.0	3%	\$5,053
AA - School of Education	16.0	17.5	17.0	19.0	17.5	7%	\$14,737
AA - School of Social Sciences	52.0	54.0	54.5	58.0	54.0	23%	\$45,474
AA School of Arts and Humanities	56.2	57.5	58.8	62.7	66.0	28%	\$55,579
AA School of Business and Econ	26.0	27.0	27.0	29.0	29.0	12%	\$24,421
AA -School of Science and Tech	51.0	50.9	58.0	62.0	65.0	27%	\$54,737
<b>Grand Total</b>	<b>207.2</b>	<b>211.9</b>	<b>217.3</b>	<b>235.7</b>	<b>237.5</b>	<b>100%</b>	<b>\$200,000</b>

*Distribution based on FTE for Tenured and Tenure Track Faculty, Librarians, and Department Chairs with regular appointments*

## OE of Other Units in Academic Affairs

- Continue with the practice of separate allocations for the OE of other units in Academic Affairs. Units like Library, Admissions, Records, IT, Reporting and Analytics, and Scheduling are critical to student success and academic excellence.
- If enrollment increases, OE for these units should increase as new base dollars are available to the campus if at all possible.

# Class Codes-A Strategy for Multi-Year Commitments

# Class Codes: An Approach to Strategic Budgeting

To facilitate multi-year planning, especially on complex projects like classroom renovations, Academic Affairs has set up Class Codes that closely align with the strategic plan and divisional priorities. One can think of Class Codes as special accounts where funding is set aside for a specific purpose with the flexibility to spend these funds over multiple years.

Below is a summary of the major Class Codes and the allocation of the collective \$11 million in one-time funds.

## 50% RESERVES AND CAPITAL PLANNING (\$5.5 MILLION)

- Space-Teaching and Learning: As mentioned earlier, \$3 million is being set aside by the Provost for classroom renovations. The teams involved with the planning estimate that it will take three to four years to get our classrooms to the standard set by the ATISS committee from the Academic Senate.
- Reserves: In compliance with the newly signed reserves policy, units in Academic Affairs are working to the goal of setting 5% of their base budget for reserves. This year Academic Affairs is setting \$1.4 million or 54% of the goal.
- Capital Reserves: The Dean of Science and Technology and the Provost have agreed to set aside \$750 thousand for capital improvements in the Kinesiology/PE building.

## 16% OTHER STRATEGIC PRIORITIES (\$1.7 MILLION)

- Innovation: The division is setting aside \$566 thousand for innovation, including online learning, sustainability, and other ideas that will help the division strategic plan.
- Systems Improvement: To modernize business processes in support of student success, the Provost and IT have set aside \$400,000 to help the campus move toward paperless processing and systems.

Following is a list of the systems that have received funding in support of student success:

- LoboConnect to support academic advising and early warning system managed by Student Affairs
- DigiArc for online catalog and online curriculum approval system managed by Academic Programs
- Canvas (learning management system) managed by Faculty Affairs and Faculty Center
- Liaison for tracking prospective students managed by Admissions/Outreach
- AdobeSign to help convert paper forms to ones that can support workflows and digital signatures managed by Academic Affairs
- E-Transcripts to order an official electronic transcript from any part of the world managed by Records

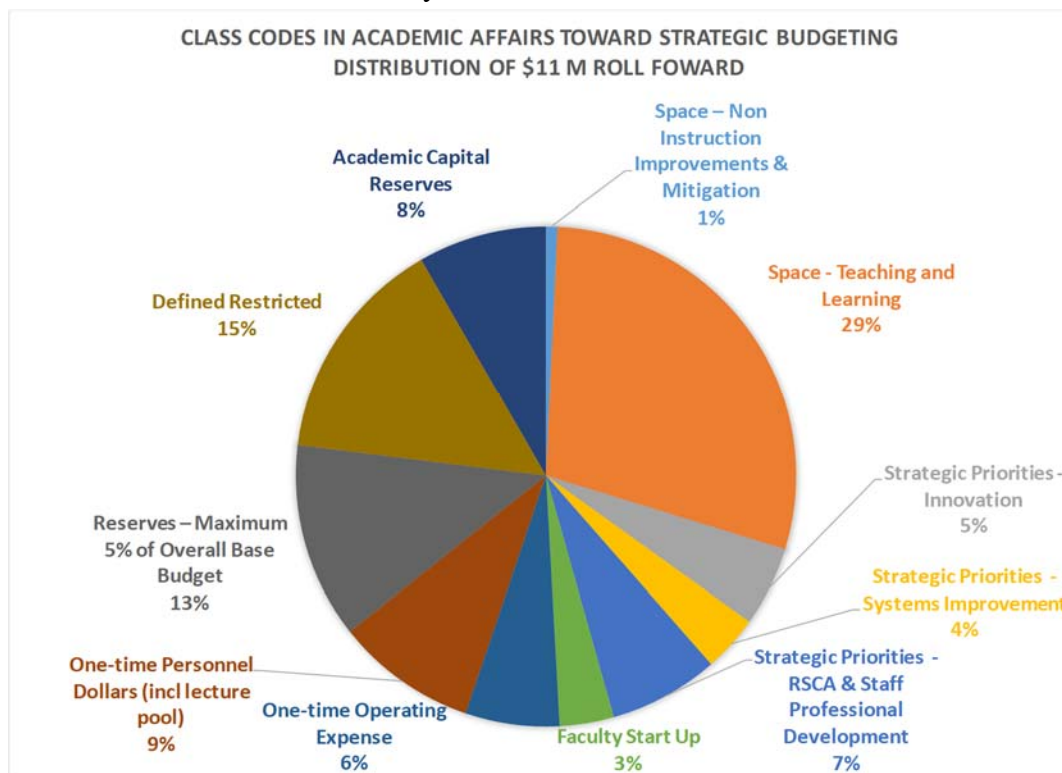


- Tableau to provide a consistent reporting tool for Administrators, Deans, and Department Chairs managed by Reporting and Analytics
- Platinum Analytics to help predict the demand for courses based on ARR data managed by Reporting and Analytics/Scheduling
- **RSCA & Professional Development:** The division is also setting aside \$783,000 for faculty research and faculty and staff professional development. Of this, the Provost has set aside \$300,000 for RSCA to be spent over the next two years. In addition, the Dean of Social Science is exploring the possibility of putting \$250,000 of seed funding to develop a multi-disciplinary center. The Provost has also made a commitment to fund staff professional development for the next two years.

**34% OTHER CRITICAL AREAS (\$3.8 MILLION)**

- Faculty Startup: New faculty get a starting allowance and they sometimes take a couple of years to spend their allocation. Collectively the division has \$386 thousand.
- There are many departments in the division and their OE is \$670 thousand.
- The different units also have one-time personnel dollars (\$1 million). This includes lecturer funds in the Provost office for addressing the waitlist and it includes personnel dollars at the department level.
- Defined restricted (\$1.6 million) holds funding from grants or funding that has already been earmarked or encumbered.

Below is a chart with the detailed distribution by class code.



# Lecturer Fund Distributions

# Limitations of the Past Methodology on Lecturer Fund Distributions

Every year the Provost distributes funding to the schools to pay for lecturers and below is the rationale for the incremental changes to this model over the last two years.

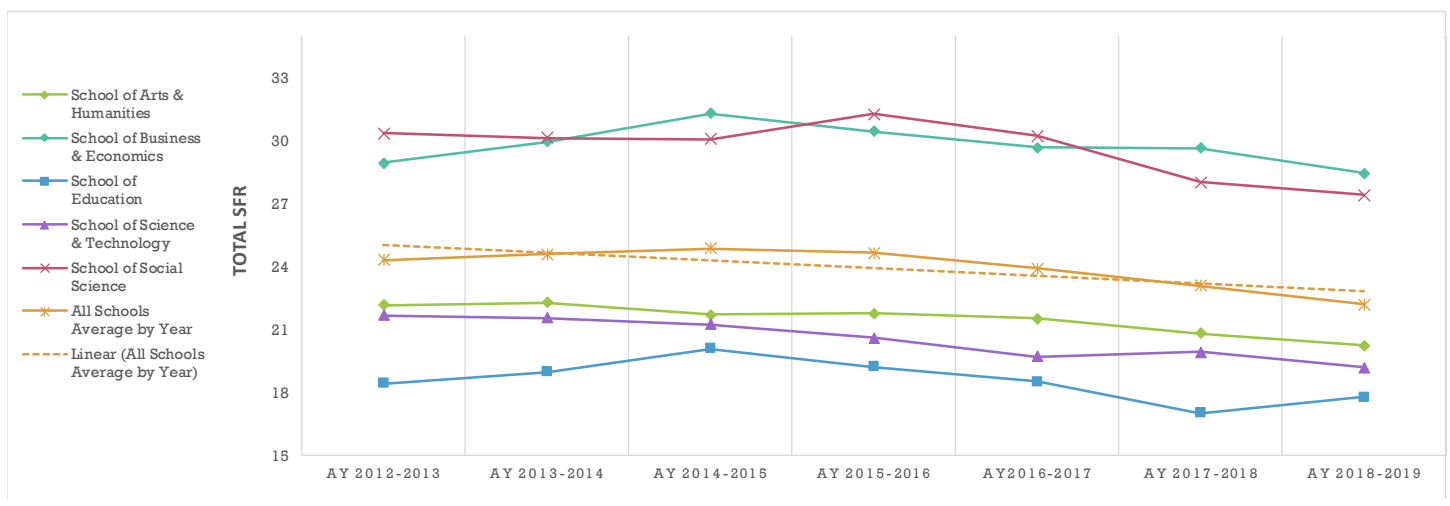
Lecturer fund distributions to the schools are based on assigned FTES, assigned student faculty ratios (SFR), full-time tenure track faculty, and average lecture costs. The assigned SFR is used to calculate the number of full-time equivalent instructional faculty needed per FTES. The number of full-time equivalent instructional faculty is then subtracted from full-time tenure track faculty to determine the number of full-time equivalent lecturers required for that term. The total funds distributed are the number of lecturers teaching a full workload by the average lecturer compensation rate (a.k.a. “vacant rate”) by school.

Old distribution method: The old (pre-2017) budget model in Academic Affairs gave more funds to schools that saw a drop in their SFR year over year. Under this model, Schools that increased in SFR felt it was unfair since the higher SFR would result in lower funding for the following year. The higher SFR meant that they needed less lecturers and thus less funding. As a result, it led to declining SFRs over time. With limited funds, this model is not sustainable since in general it costs SSU \$400,000 for every 1 point we drop each semester.

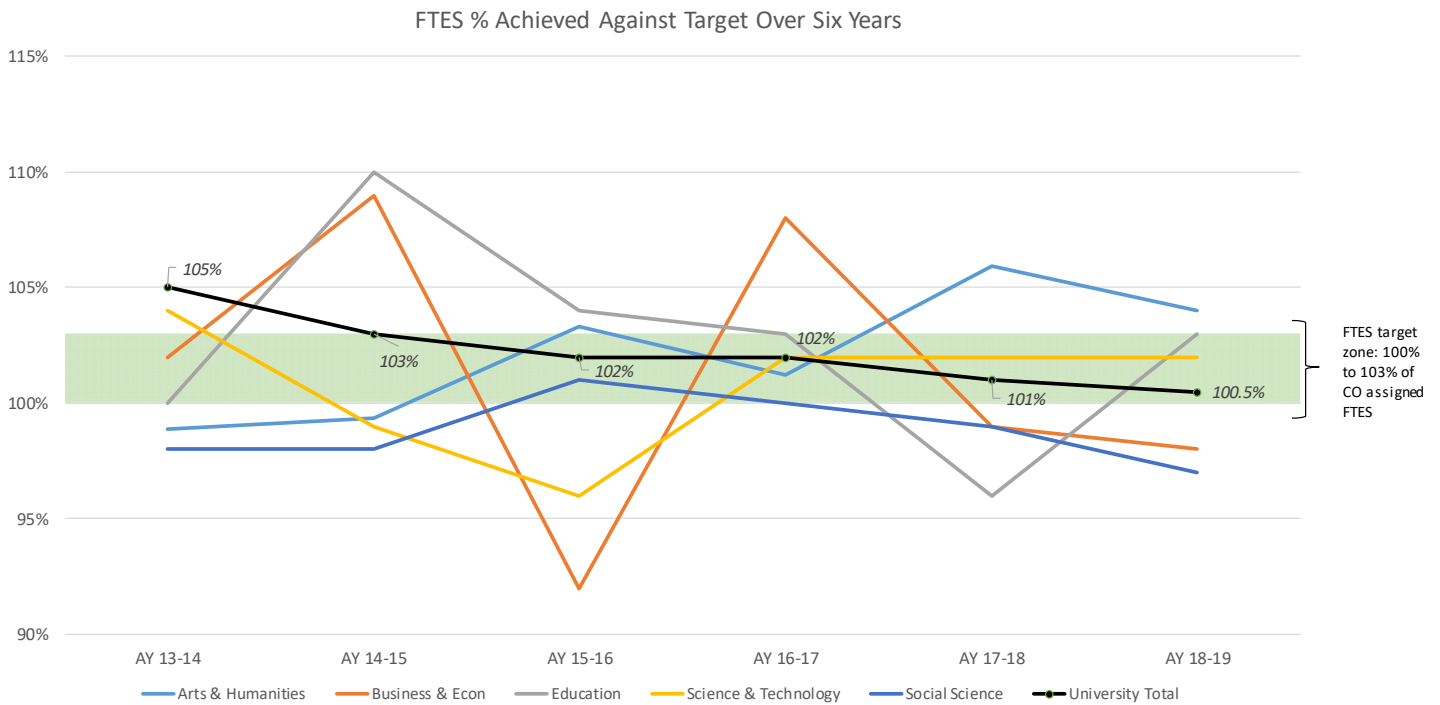
Going Forward: To fix this, Academic Affairs made the decision to fix the SFR slightly below the schools’ highest SFR of the past seven years. Note that the SFR differs by discipline.

## 2012-2018 Annualized SFR by School

School	Actual							Difference between 2012 and 2018	7-Year High	Funded 2019-20 Funded SFR
	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019			
School of Arts & Humanities	22.2	22.3	21.7	21.8	21.5	20.8	20.2	-1.9	22.3	21.5
School of Business & Economics	28.9	30.0	31.3	30.4	29.7	29.6	28.5	-0.5	31.3	30.8
School of Education	18.4	19.0	20.1	19.2	18.5	17.0	17.8	-0.6	20.1	18.7
School of Science & Technology	21.7	21.6	21.2	20.6	19.7	19.9	19.2	-2.5	21.7	21.3
School of Social Science	30.4	30.1	30.1	31.3	30.2	28.0	27.4	-3.0	31.3	30.0
All Schools Average by Year	24.3	24.6	24.9	24.7	23.9	23.1	22.2	-2.1	24.9	24.5

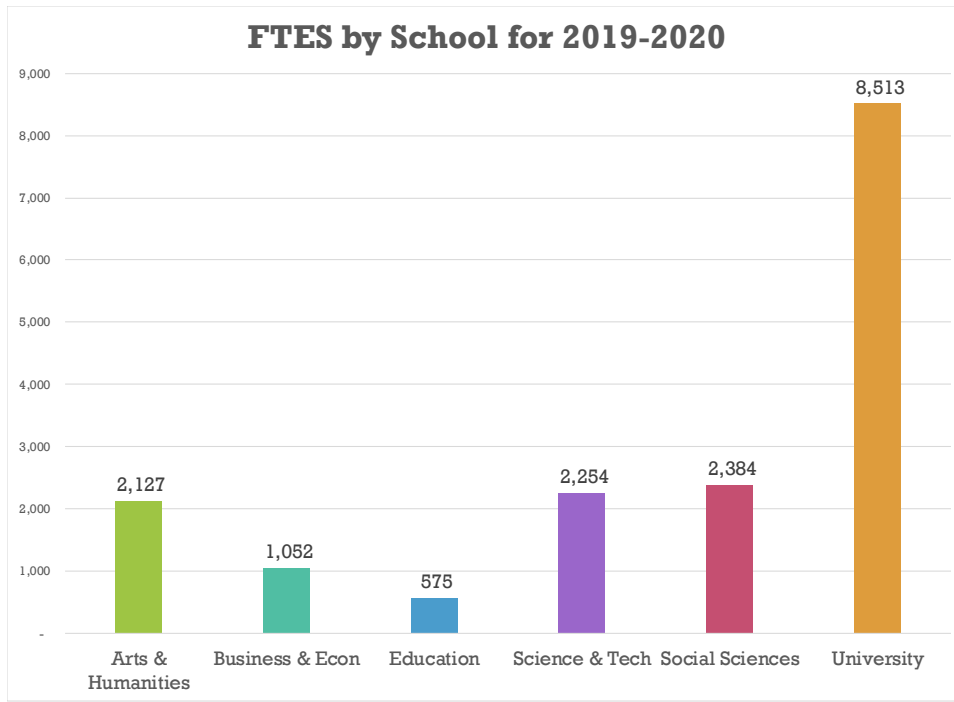


In addition, the goal is to stabilize the FTES produced to stay within 100% (Chancellor’s expectations) to 103% and stay within the green band in the chart below. Notice the fluctuations of FTES over time. Enrollment targets assigned to the Schools at SSU have undergone some evolution over the time period in question. Through AY 15-16, enrollment targets were goals set by the institution which typically hovered between 103.5% and 104% of the target assigned by the Chancellor's Office. Starting in 16-17, School enrollment targets were revised to match 100% of target assigned by the CO.

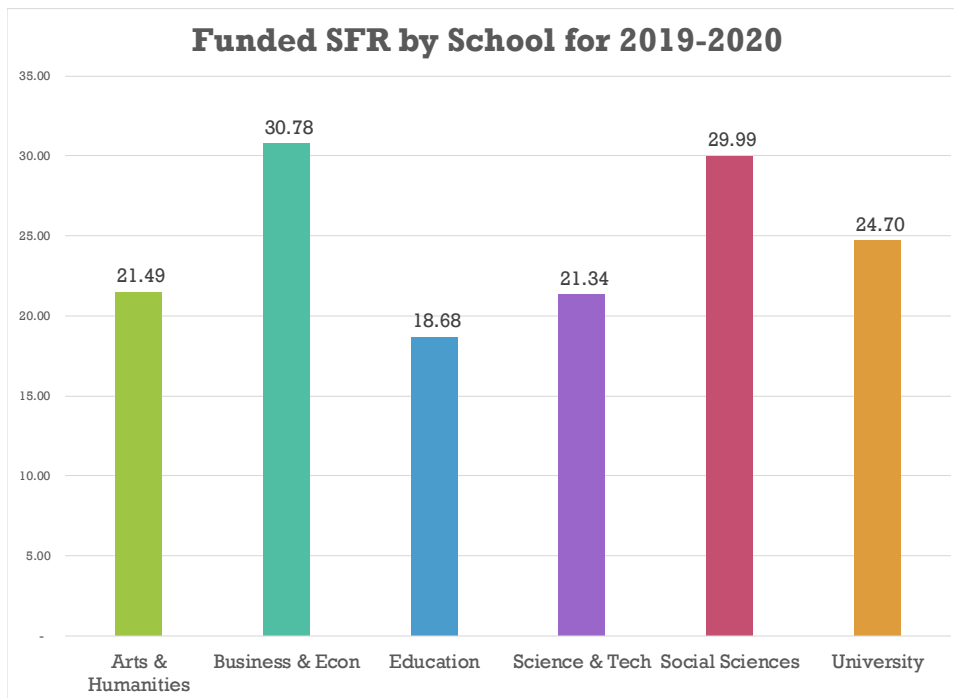


## Distributions of Lecturer Funds for 2019-20

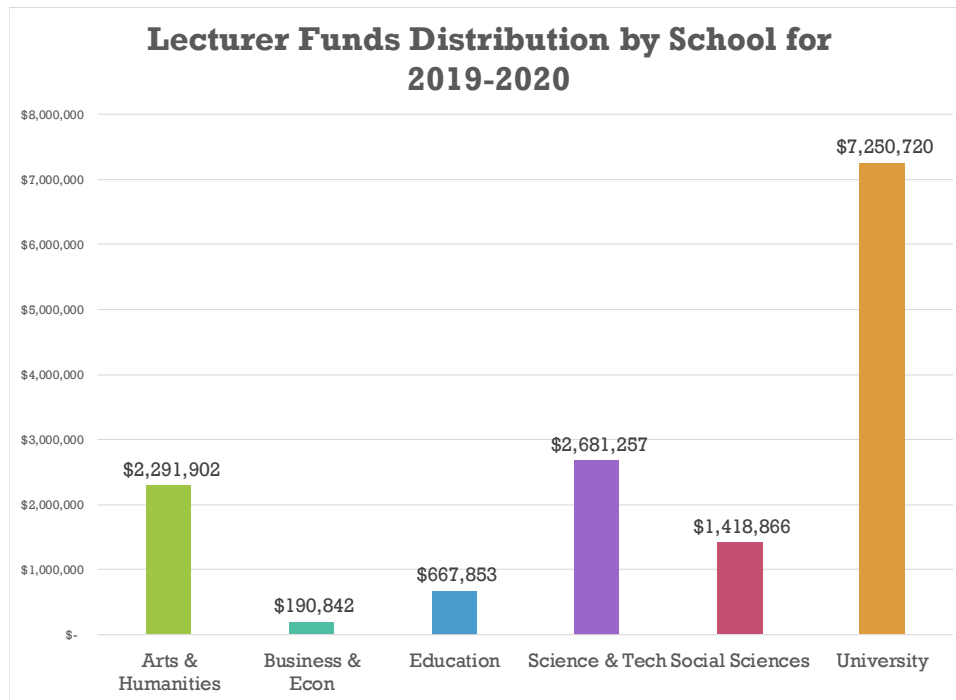
As mentioned earlier, full-time equivalent students (FTES) are a key component for determining lecturer distributions and below are the assigned FTES by school for the upcoming academic year. This includes the expected 2% enrollment growth from the Chancellor’s Office. The distributions will be made at the beginning of the academic year. If by the end of the year the school falls below 100%, the school will be asked to return the difference below 100%. If on the other hand the school achieves above 103%, the Provost will give the school the difference above 103% FTES.



This year the student faculty ratio will be set at  $\frac{1}{2}$  point higher than last year's fixed SFR by school. This SFR is still lower than the seven-year high for each school (see earlier table on SFR). In 2017-18, the University decided to address their structural deficit and instead of using one-time funds for permanent commitments, each division was assigned a cut. The permanent cut for the division of Academic Affairs was \$872,000. For 2018-19 the division used one-time funds and for 2019-20 it decided to only raise SFR by  $\frac{1}{2}$  point to minimize the impact on the schools and departments. The division is using other fund sources to cover the difference.



Below are the dollar distributions for FTE lecturers based on the FTES and SFR shown earlier.



# Assigned Time

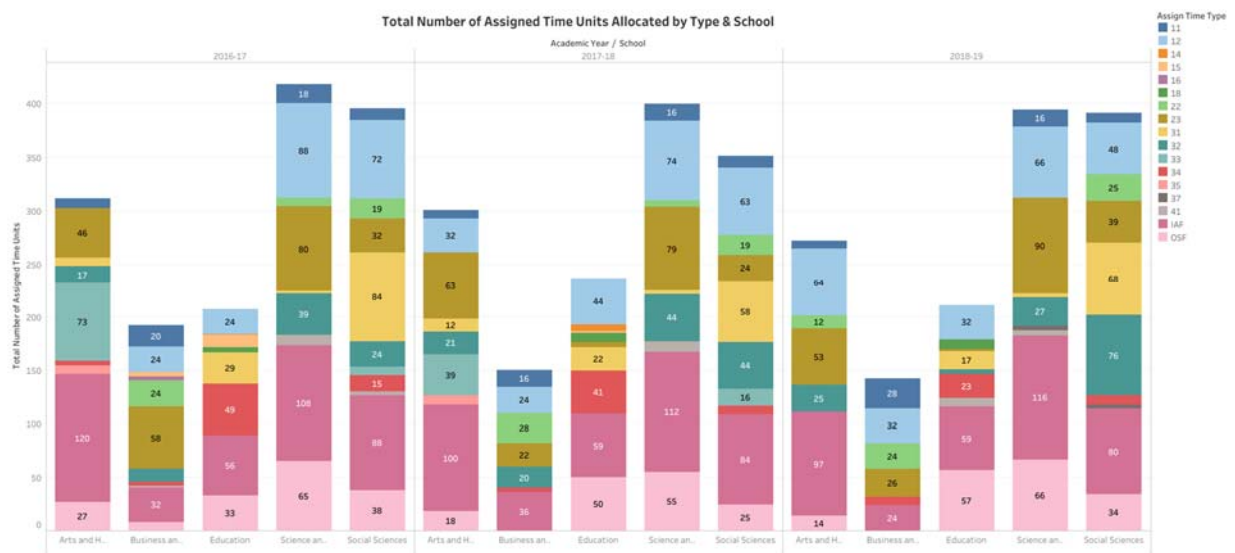
## Provost Funded Assigned Time

In addition to the Lecturer funds, the Provost also distributes over one million dollars to cover contractual agreements for assigned time. The Provost has made a commitment to continue to cover these agreements such as the release time for faculty involved in shared governance or the release time required for the first two years of newly hired tenure track faculty.

There are two proposed changes in the Provost Assigned Time. Starting with 2019-2020, the Provost will cover only what is required in these contractual agreements. For new faculty the Provost will cover only the 6 WTUs required by contract a year. Up to now some faculty were receiving 6 and others 8 units of release time. To make it equitable for everybody and per the contractual agreement, the Provost will only cover the six required WTUs.

Moreover, since spring 2018, Academic Affairs has been making efforts to streamline the reporting of Assigned Time and to regularize the definitions to ensure that we can create a clean data set. Such standardization will allow the division to better track and support critical areas like excess enrollment and excess advising load. Below are trends in assigned time by school and category of assigned time.

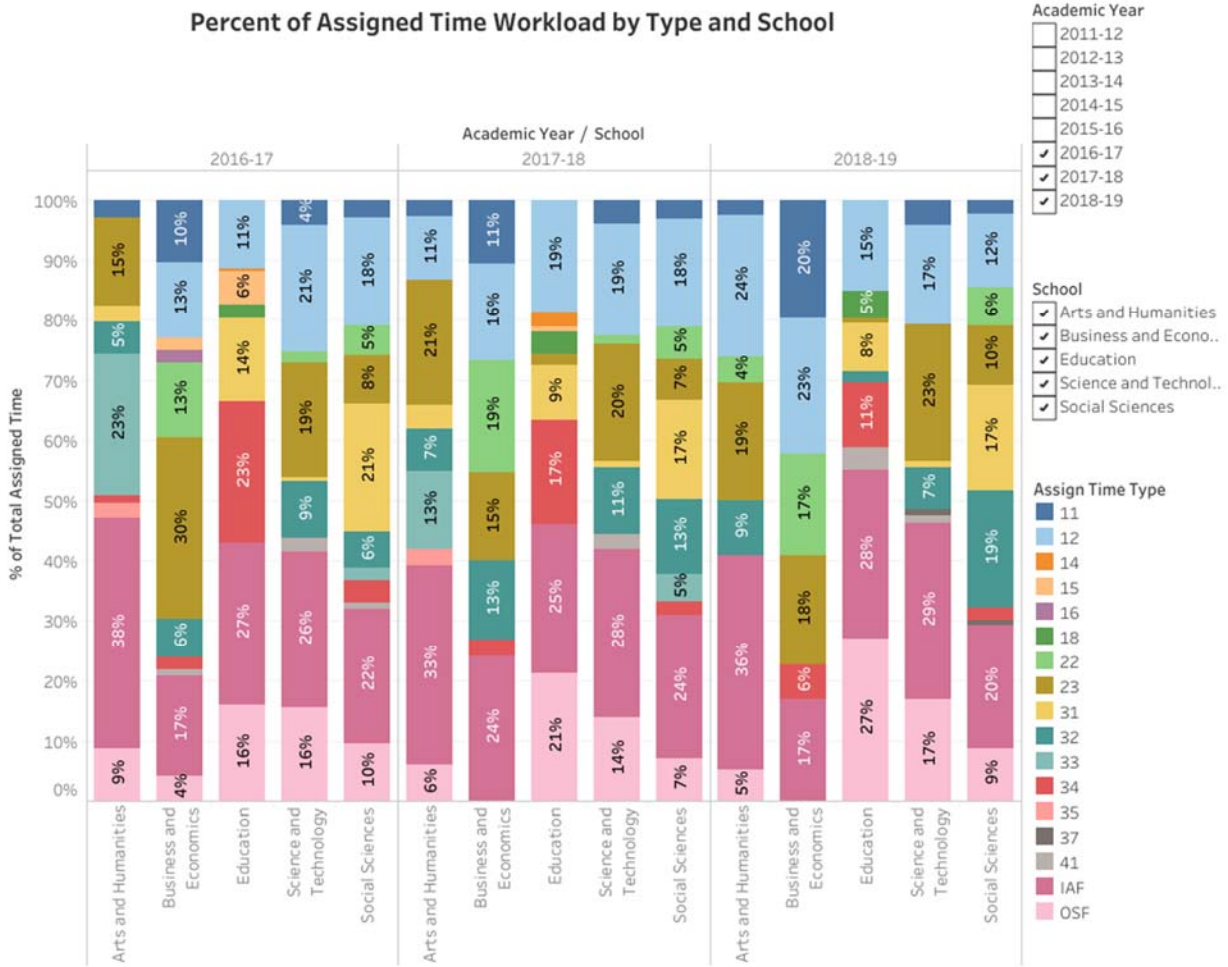
### Assigned Time WTUs by School and Term



Note: See below for assigned code definitions.



Assigned Time Percent by School and Term



Note: See below for assigned code definitions.

### 2012-2018 Annualized Assigned Time by School

School	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Difference 2012/13 to 2018-19
Arts and Humanities	239	230	210	297	312	301	272	33
Business and Economics	182	158	143	170	192	150	142	-40
Education	192	213	186	230	207	237	211	19
Science and Technology	275	296	307	390	418	400	394	119
Social Sciences	247	250	306	316	395	352	391	144
<b>Grand Total</b>	<b>1,135</b>	<b>1,147</b>	<b>1,150</b>	<b>1,403</b>	<b>1,523</b>	<b>1,439</b>	<b>1,410</b>	<b>275</b>

## Assigned Time Code Reference List Starting Fall 2018

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11. Excess Enrollment

For classes of 120 students or more, assigned time may be given for excess enrollment. Such a decision is determined by the dean after assessment of the mode of testing, mode of instruction, and the type(s) of other support (such as technical, student assistant, or graduate student support) given to the faculty member teaching the course.

12. New Tenure Track Faculty Assigned Time (New Preparations)

A faculty member may be given assigned WTU for preparation of courses never before taught by that particular faculty member, if courses actually taught include two or more such new preparations.

18. Instructional Support for Graduate Students

A faculty member may be given assigned WTU for special and greater than normal graduate student testing duties (e.g., conducting comprehensive examinations or chairing a thesis for master's degree candidates).

22. Instruction Experimentation or Innovation

A faculty member may be given assigned time by the dean for development and implementation of experimental programs involving instructional innovation with concrete instructional design goals and outcomes.

22. RSCA (Research, Scholarship, & Creative Activities)

A faculty member may be given assigned time for research, scholarly, and creative activities that are demonstrably related to the instructional functions and programs of the university.

23. Instructionally-Related Services

A faculty member may be given assigned WTU for services related to clinics, study skill centers, farms, art galleries, and other campus institutions and facilities that are ancillary to the instruction program.

31. Student Advisor Responsibilities – Excessive Advising Load

A faculty member may be given assigned WTU for carrying a significant share of departmental or school advising responsibilities.

31. Student Advisor Responsibilities – Department Graduate Advisor

A faculty member may be given assigned WTU for services as departmental graduate advisor (e.g., graduate program coordination and advising).

32. University Funded

Includes all-university assigned time such as Academic Senate, special assignments for assessment coordinators, etc. The only exception is CFA Related Activities, which is coded as 41 (see below).

34. Accreditation Responsibilities

A faculty member may be given assigned WTU for accreditation responsibilities.

37. Exceptional Service Level Activity

This is exclusively for the Exceptional Service Awards that appear in the Collective Bargaining Agreement.

41. CFA Related Activities

Each CFA campus Chapter President and each of four CFA statewide officers (President, Vice President, Secretary, and Treasurer) shall be granted a reduction in workload, without loss of compensation, of up to 6.0 WTU for a semester campus per academic term.

IAF Instructional Administrative Fraction

Denotes a faculty member administrative workload functions. IAF is typically only used to designate administrative duties for Department Chairs, though there are some exceptions. For example, SoE has a position, the Student Teaching Placement Director, which receives IAF. Questions regarding whether an IAF designation is appropriate should be directed to Reporting & Analytics.

OSF Other Support Fraction

This code indicates the share of a faculty person's individual department appointment that is supported by state funding other than the instructional or administrative support budgets. OSF is used when faculty have time that is reimbursed from funds that are neither instructional nor administrative (i.e. grant funded activities).