



Education  
Advisory  
Board

Academic Affairs Forum

# Thriving in a Decentralized Budget Model

Data-Driven Approaches to Academic Resource Management

*Temple University*  
*October 30, 2014*

# More Than Just A Flow of Funds

## Budget Models Support (or Don't) Institutional Priorities



To many it's just dollars and cents...

...but budgets express the university's most important goals and priorities

UNIVERSITY OF CALIFORNIA, BERKELEY  
**STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION** (unaudited)  
 Years Ended June 30, 2013 and 2012 (In Thousands of Dollars)

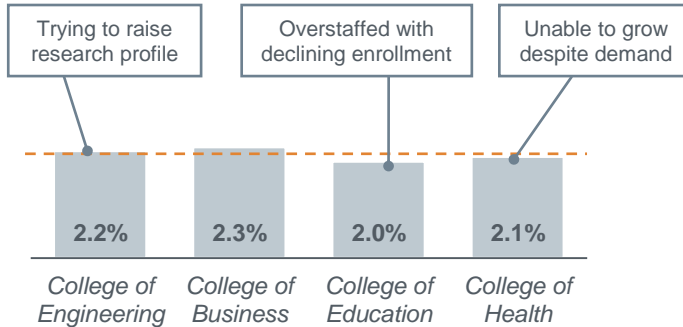
	CAMPUS*		FOUNDATION	
	2013	2012	2013	2012
<b>OPERATING REVENUES</b>				
Student tuition and fees, net	\$639,860	\$623,967		
Grants and contracts, net:				
Federal	368,791	408,202		
State	88,853	95,333		
Private	189,837	171,385		
Local	7,033	4,491		
Educational activities, net	87,207	81,485		
Auxiliary enterprises, net	172,288	165,031		
Campus foundation private gifts			\$114,131	\$110,406
Other operating revenues, net	74,059	57,294	2,529	3,328
<b>Total operating revenues</b>	<b>1,828,508</b>	<b>1,862,758</b>	<b>116,660</b>	<b>113,734</b>
<b>OPERATING EXPENSES</b>				
Salaries and wages	1,056,041	990,852		
UCRF benefits	159,753	86,477		
Retiree health benefits	129,134	119,024		
Other employee benefits	241,777	231,286		
Supplies and materials	178,609	156,565		
Depreciation and amortization	188,471	189,917		
Scholarships and fellowships	121,652	138,683		
Utilities	38,286	35,904		
Campus foundation grants			139,913	110,802
Other operating expenses	401,416	341,297	4,091	4,205
<b>Total operating expenses</b>	<b>2,552,139</b>	<b>2,278,625</b>	<b>144,004</b>	<b>114,862</b>
<b>Operating loss</b>	<b>(923,631)</b>	<b>(672,867)</b>	<b>(27,344)</b>	<b>(1,128)</b>
<b>NONOPERATING REVENUES (EXPENSES)</b>				
State educational appropriations	283,378	268,991		
State financing appropriations	24,226	19,508		
Bull America Bonds federal interest subsidies	10,304	15,512		
Federal Pell grants	38,655	39,789		
Private gifts, net	177,468	180,488		
Investment income				
Short-Term Investment Pool and other, net	38,863	39,620		
Endowment, net	25,204	30,657		
Campus foundation			1,477	9,431
Net appreciation (depreciation) in fair value of investments	158,095	(79,764)	128,923	(17,387)
Adjustment to gift annuities and trust liabilities			8,116	(5,223)
Interest expense	(89,388)	(64,419)		
Other nonoperating revenues (expenses), net	7,613	(263)		
<b>Net nonoperating revenues (expenses)</b>	<b>674,220</b>	<b>444,819</b>	<b>148,526</b>	<b>(17,179)</b>
<b>(Loss) Income before other changes in net position</b>	<b>(249,411)</b>	<b>(228,048)</b>	<b>121,182</b>	<b>(18,387)</b>
<b>OTHER CHANGES IN NET POSITION</b>				
Capital gifts and grants, net	46,638	14,876		
State capital appropriations	207	3,305		
Permanent endowments			48,812	72,808
Other changes	87,130	79,911		
<b>(Decrease) Increase in net position</b>	<b>(115,436)</b>	<b>(131,056)</b>	<b>166,994</b>	<b>54,621</b>
<b>NET POSITION</b>				
Beginning of year, as previously reported	3,804,533	4,581,578	1,344,085	1,286,464
Cumulative effect of change in accounting treatment		(645,969)	(2,475)	

- How do we strike a balance between teaching and research?
- How much financial aid can we afford to give out this year?
- How much should we devote to athletic programs?
- What is the right faculty to student ratio?
- How many adjuncts are too many?
- Which academic programs are our top priority?

# A Model That No Longer Works

## Incremental Budgeting Ignores Differential Opportunities and Costs

### Revenue Growth Allocated Equally Despite Different Needs and Opportunities



66%

Proportion of universities using incremental budgeting

### Advantages



Simple for academic leaders to understand and manage



Equitable sharing of resources reinforces campus culture



Minimal disruption from year to year minimizes political squabbling

### Disadvantages



No link between investments and outputs



Creates disincentives to grow revenue or control costs



Difficult to maintain when revenues no longer growing

# Why Change?

## Desire for Growth and Transparency Drive Budget Model Shifts



### Financial Changes Motivating Most Budget Model Transitions



#### Taskforce Considers Budget Alternatives

##### Pressure on Funding

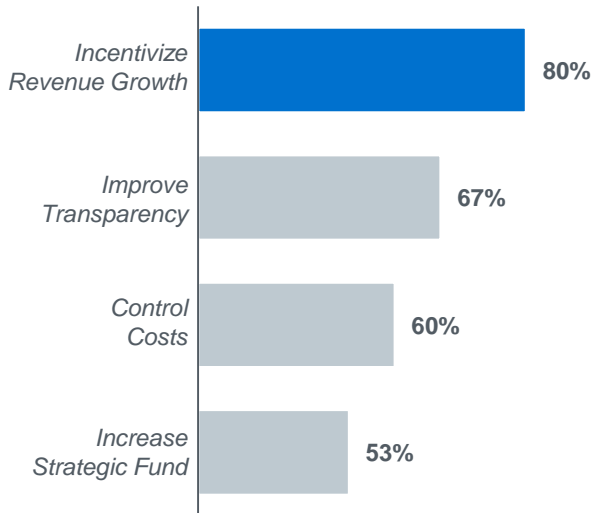
"As the nation's public universities receive less state support, they are finding it necessary not only to develop new sources of funding, but to adopt new budget approaches"

##### Rising Ambitions

"If Kent State is to become an academically and financially stronger institution, it must rethink how financial resources are allocated, transferring a greater role in these decisions to academic leaders and faculty. "

### Revenue and Transparency Are Leading Justifications for Changing Budget Models

*Budget Taskforce Reports (n=40)*





# “Unleashing the Deans”

## Growing Number of Institutions Adopting Decentralized Models



# Mitigating Potentially Misaligned Incentives



## Simple Solutions to Common Complaints About Decentralized Models

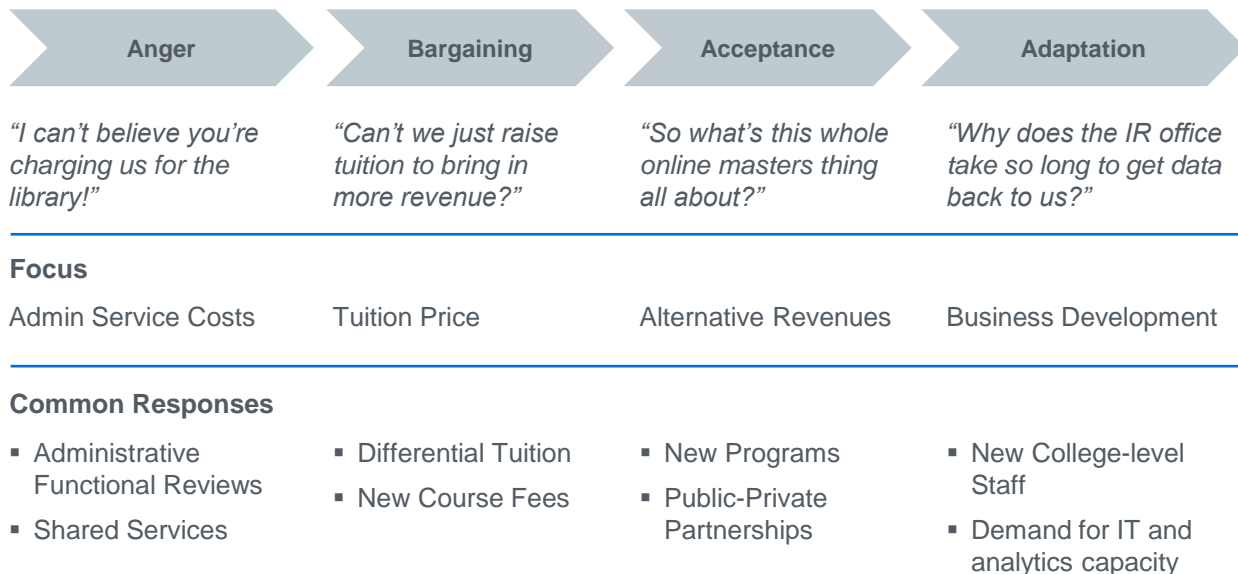
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	Common Concern		Typical Solutions
<b>Perverse Incentives</b>	Competition for students	→	Split-revenue models and curricular review committees blunt incentives
	Departments incentivized to create low quality classes	→	Curricular review committees, faculty senate oversight blunt incentives
	Financial barriers to multidisciplinary work	→	Standardized MOUs, financial incentives, and startup funds ease collaborations
<b>Program Costs</b>	High cost to teach programs disadvantaged	→	Course fee and weighted credits compensate high cost programs
	Small programs unable to finance operations	→	Subvention funding provides resources to support small units
<b>Institutional Priorities</b>	Enrollment incentives at odds with completion agenda	→	Incorporate performance funding into allocation models
	Limited resources for institution-wide initiatives	→	Subvention and revenue recapture pool resources for investments

# Life After RCM



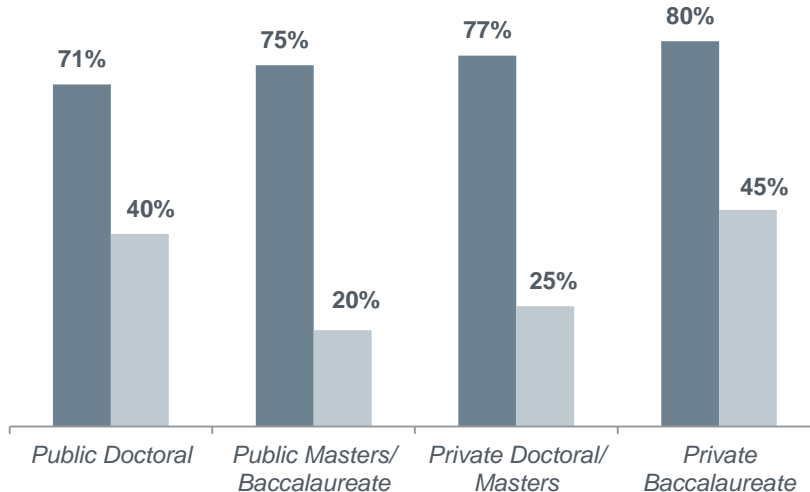
## The Four Stages of Adjustment to Decentralized Budget Models





# The Greatest Threat to Sustainability

Most Institutions Struggling to Maintain Tuition Revenue



- I am concerned about meeting my institution's new student enrollment goals this year
- Increases in the discount rate have decreased my institution's net tuition revenue

Source: Scott Jaschik, "More Pressure Than Ever: The 2014 Survey of College and University Admissions Directors," *Inside Higher Ed*, September 18, 2014.



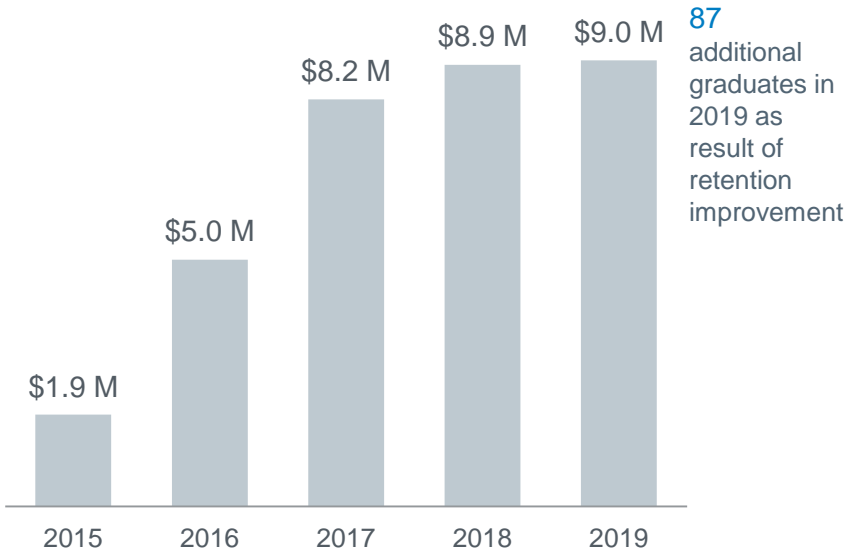


# Student Success as Revenue Generator

Improved Retention the Greatest Revenue Opportunity for Most Universities

## Projected Revenue Gains Due to Improved Retention

*Public Doctoral University, Enrollment 15,000*



### Model Inputs

Total Enrollment: 15,005

Net Rev Per Student: \$18,760  
(net tuition and fees plus state appropriations)

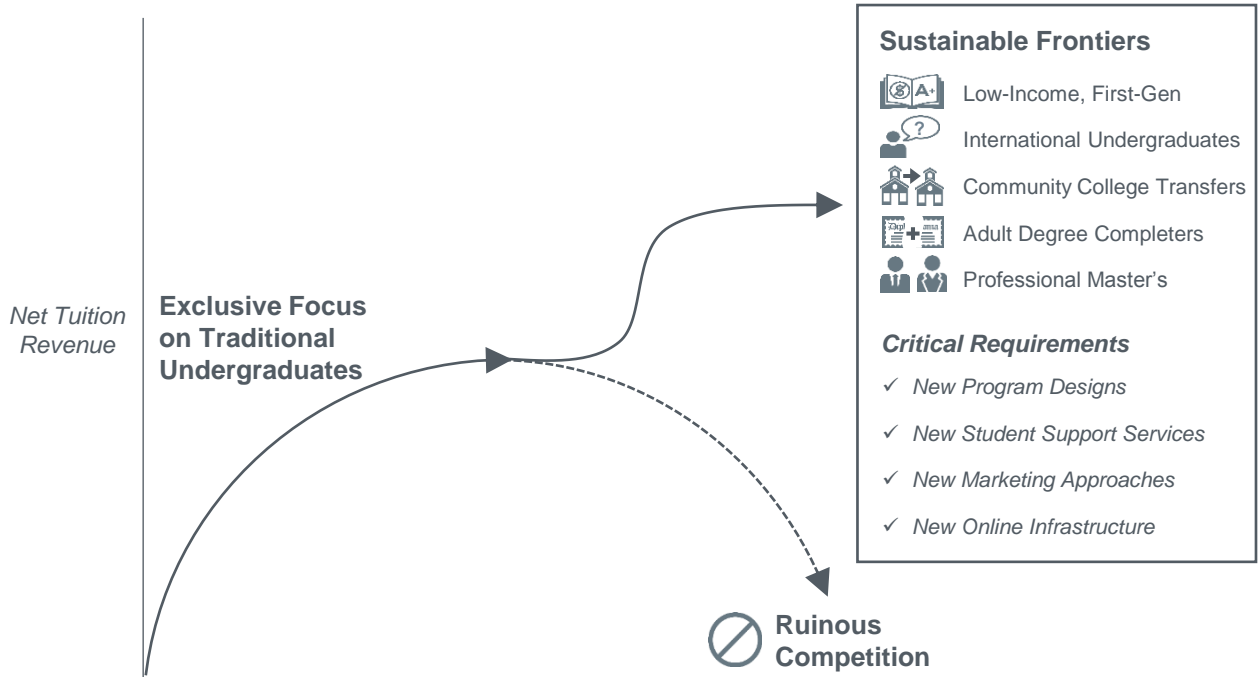
Revenue gains compound over time as incrementally retained students continue through the system

### Assumed Retention Improvement

0-29 credits	2% total over 3 years
30-59 credits	2% total over 3 years
60-89 credits	0% total over 3 years
90-119 credits	0% total over 3 years
120+ credits	0% total over 3 years

# Diversifying Tuition Revenue

EAB's Research on "Future Students, Future Revenues"



# Changing the Efficiency Conversation



Emphasizing the Link Between Quality Improvement and Revenue Growth

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## Reframing the Solutions

Cutting costs → Funding priorities

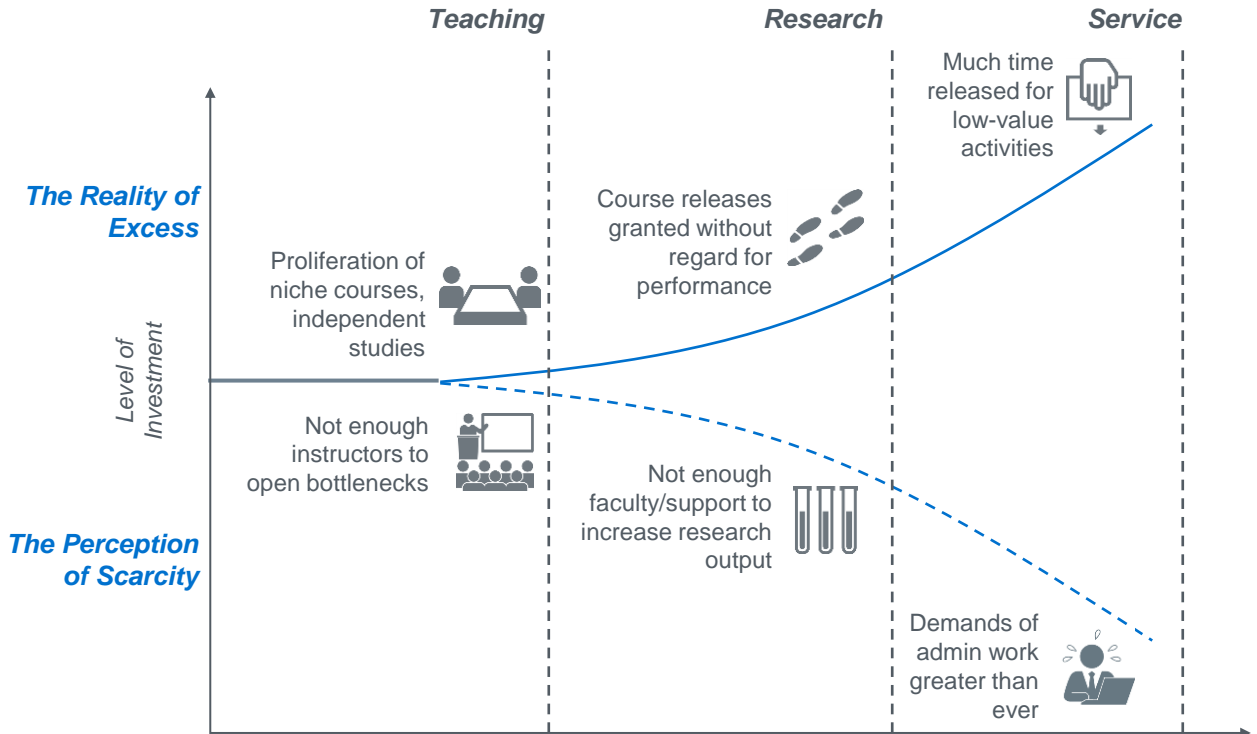
Increasing effort → Focusing activity

Reducing price → Enhancing value

Improving efficiency → Achieving excellence

# Managing in an Environment of Scarcity

Discovering Opportunities to Better Allocate Resources



# It All Adds Up



## Resources Trapped in Potentially Less Productive Uses

Reallocation Opportunities



Unnecessary Sections

700

Number of sections in multi-section courses that are not required to meet demand (~1/3 of total)

*Public Research University*



Considerable Faculty Time Devoted to Admin

500

Course equivalent of **tenured faculty teaching time released** for administration (15% of total capacity)

*Public Master's University*



Enormous Number of Empty Seats

50,000

**Unfilled seats** across all units and levels (~30K total enrollment)

*New Mexico State University*

Magnitude

# What's Standing in Our Way?

## Four Roadblocks to Improved Academic Resource Management

### 1 Incomplete, Inaccurate Data



Data related to academic resources spread among multiple ERPs and shadow systems of varying quality

### 2 Ad Hoc Allocation Processes



Even when metrics are available, deans and chairs struggle to design policy interventions to advance their goals

### 3 Lack of Unit-level Incentives



Chairs (and some deans) skeptical that departments will receive benefits from their efficiency gains

### 4 Few Reallocation Options



Difficult to reallocate specialized faculty from areas of low demand to areas of high demand

# Finding and Reallocating Academic Resources



## A Roadmap for Realizing Academic Ambitions



### Course Offerings

- Consolidate underutilized sections
- Reduce number of small courses



### Course Success

- Expand bottleneck courses
- Redesign high-DFW courses



### Curricular Focus

- Rationalize major curricula
- Evaluate gen ed requirements



### Faculty Workload

- Maximize capacity utilization
- Differentiate faculty workloads



### Strategic Investment

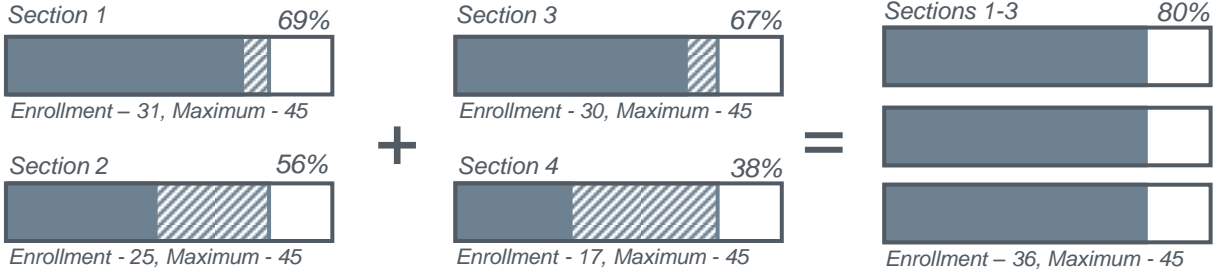
- Create capacity for growth
- Reinvest in strategic priorities



# An Easy Win

## Calculating the Cost of Underenrolled Sections

### Lower Division Anthropology Course



<p><b>Collapsing Sections</b> Assuming Optimal Fill Rate of 80%</p> <p><b>289</b> Superfluous sections</p>	<p><b>25%</b> Sections taught by adjuncts</p>	<p><b>200</b> Adjunct credit hours</p>	<p><b>\$330,000</b> Investment in adjuncts</p>
	<p><b>75%</b> Sections taught by full-time faculty</p>	<p><b>875</b> Full-time faculty credit hours</p>	<p><b>\$1.5M</b> Investment in faculty time</p>

1) For analyses, all courses with a maximum enrollment of zero are excluded.



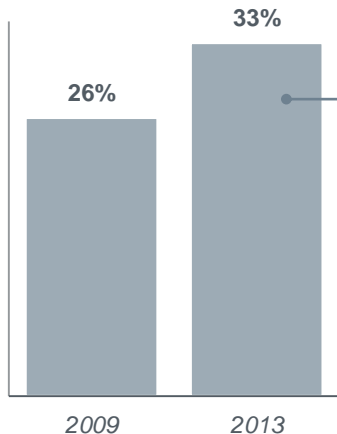


# Investing in the Wrong Areas?

## Growth in Low-Enrollment Courses Reduces Resources

### Faculty Time Spent on Small Courses Significant – and Growing

Share of Faculty Credit Hours Consumed by Courses of Under 10 Students, Public Master's University



**\$11M**  
Net cost to university of small courses

### How Else Could We Allocate These Resources?



**Revenue:** Redeploy tenured instructors to high-demand courses



**Student Success:** Emergency section of an upper-division course to keep students on track



**Research:** Course releases for highly productive faculty



**Investment:** Trim adjunct budget to develop strategic fund/seed money

# Separating Baby from Bathwater

## Assessing the Necessity of Small Courses



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### Small Courses Can Be Critical to Mission and Student Success



#### Pedagogical Requirements

Pedagogy may necessitate smaller courses in certain majors (e.g., Music)



#### Independent Study

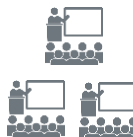
Courses with a single student may be critical for certain programs (and often given fractional credit in faculty courseload calculations)

### Small Courses Can Be the Result of Poor Alignment Between Schedules and Student Demand



#### Unpopular Courses or Majors

Low student demand leads to smaller courses



#### Course Proliferation

Large programs with many low enrollment “niche” courses

# Finding and Reallocating Academic Resources



A Roadmap for Realizing Academic Ambitions



**Course Offerings**



**Course Success**



**Curricular Focus**



**Faculty Workload**



**Strategic Investment**



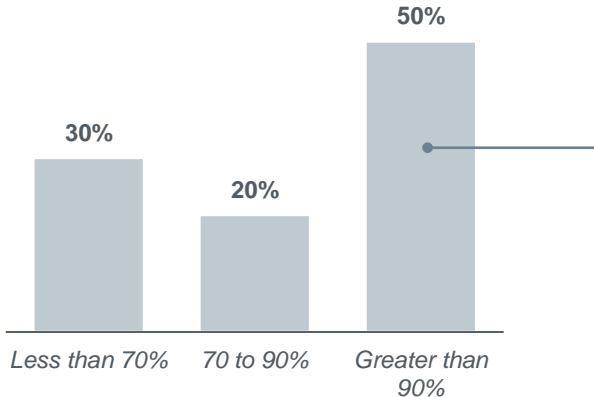
# Too Many AND Too Few

## Bottleneck Courses as Much a Problem as Under-filled Sections

### Moving Towards the Sweet Spot

Share of Lower-Division Sections by Fill Rate,  
Public Master's University

**80%** Lower-division courses outside  
the fill rate "sweet spot"



### How Can We Increase Bottleneck Capacity?

**8K** New seats available from a **10% increase in capacity** in high-demand courses at a public master's university

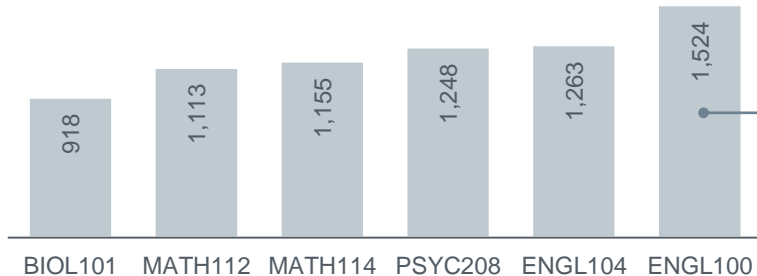
1) Average section fill rate calculation includes only courses with a minimum fill rate of 10 percent and maximum enrollment greater than zero

# Removing Barriers to Student Progress

## More Credits Than We Thought Wasted on Lower-Division Bottlenecks

### The Bottleneck Course Treadmill

Top Undergraduate Courses by Lost Student Credit Hours  
(Attempted Minus Earned), Public Master's University



**115**

Additional student completions from reducing DFW rate of ENGL100 by 5%



**Reduced Student Success**

Poor course persistence results in lower retention and reduced graduation rates



**Lost Revenue**

Revenue is lost when students drop out



**Wasted Capacity**

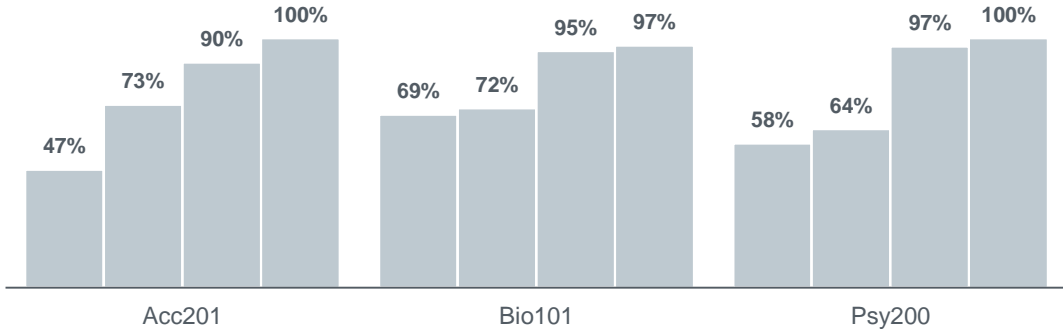
High DFW's increase course repeats and wasted credits

# A Clear Opportunity for Improvement

High DFW Variability Within a Course Demands Further Analysis

## Failure Rates Vary Drastically, Even Within a Single Course

*DFW Rates by Section and by Course, Fall 2013, Public Master's University*



“The greatest (financial) impact we can make at our institution is by focusing our attention on improving retention in our lower division courses.”

*Chief Business Officer  
Public Flagship Research Institution*

# Finding and Reallocating Academic Resources



A Roadmap for Realizing Academic Ambitions



**Course Offerings**



**Course Success**



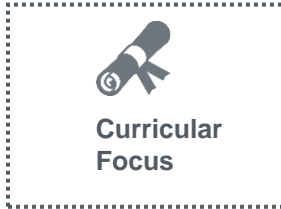
**Curricular Focus**



**Faculty Workload**



**Strategic Investment**



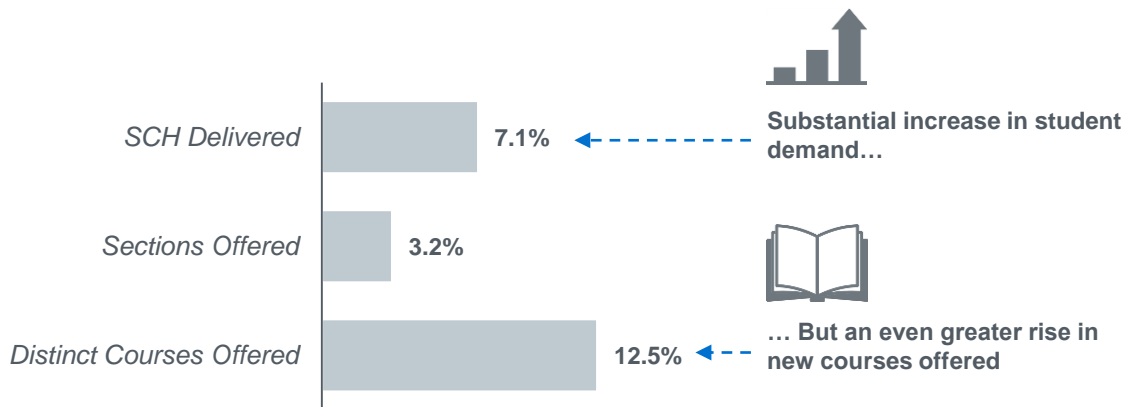
# The Rococo Curriculum



## Course Diversity Increasing Faster Than Enrollment

### Are We Neglecting Bottlenecks in Favor of Curricular Diversity?

*Increase in Enrollment, Sections, and Courses, 2009-2013, Public Master's Univ.*





# A Taxonomy of Curricular Problems

Array of Curricular Issues Impacts Student Success, Increases Costs

## Common Curricular Problems



Tracks and Specializations



Excessive Pre-Requisites



Tripartite Course Sequences



Courses Not Counting For Degree



Large Lower-Division Catalog

### *Student Success Consequences*

- Often Not Required for Graduation
- Tracks May Not “Count” on Degree
- Delay Degree Progress
- Increase Time-to-Degree
- Often Unnecessary under Semesters
- Consume Course Time Without Progression
- Provides “Free Electives” That Often Don’t Lead to Degree

### *Financial Consequences*

- High Course Frequency Required
- Artificially Small Upper-Division Courses
- Upper Reaches of Sequence Typically Under-enrolled
- Longer TTD Leads to Bigger Bottlenecks
- Degrees, Not Courses, Drive Demand

# The Rewards of Curricular Reform

Reducing Complexity Creates Real Benefits

**IOWA STATE UNIVERSITY**  
Greenlee School of Journalism and Communication

## Consolidation of Non-Degree Tracks...



5 degree tracks cut, 2 combined



Reduced courses not counting for graduation from 16 to 0



Reduced frequency of low-demand courses, canceled or combined 4



Eliminated ~10 coordinator/director positions (plus releases)

## Improved Both Faculty Productivity...

	2007-08	→	2012-13
Avg. Teaching Load (Tenured)	<b>3/2</b>		<b>2/2</b>
Research/ Creative Production per FTE	<b>4.4</b>		<b>8.9</b>
Teaching/Advising Awards per FTE	<b>1.3</b>		<b>10.1</b>

## ... and Student Success

	2008 Cohort	→	2009 Cohort
4yr Graduation Rate	<b>47%</b>		<b>61%</b>

Source: Iowa State University Greenlee School of Journalism, "Greenlee Facts," accessible at <https://www.jlmc.iastate.edu/greenlee-facts>; EAB interviews and analysis

# Earning Faculty Buy-in



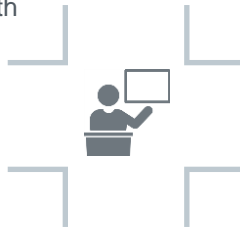
## Provide Tangible Returns and Avoid Unnecessary Cuts

### Realize Savings as Workload Reduction

Allocate new research or service releases, or start an incentive-based release or stipend program in line with strategic plan

### Limit Course-Cutting

Avoid antagonizing course “champions” by first reducing frequency and eliminating pre-requisites as a viability check for vulnerable courses



### Spin Off High-Volume Tracks into New Degree Programs

The largest tracks can often support themselves as degrees, buttressed with elective depth from the “mother” program

### Refuse to Allocate New Lines to “Glutted” Programs

Establishing “glut”-related benchmarks (e.g., # of majors per course must exceed 5) provides justification for later disinvestment

# Finding and Reallocating Academic Resources



A Roadmap for Realizing Academic Ambitions



**Course Offerings**



**Course Success**



**Curricular Focus**



**Faculty Workload**



**Strategic Investment**



# No Rest for the Weary

## Faculty Facing More Hours, More Demands Across All Areas



### Faculty Work Hours Comparable to Higher-Pay Professions

Cardiologist



60

Full-Time Faculty<sup>1</sup>



55.5

Associate,  
Corporate Law Firm<sup>2</sup>



59.5

### Pressures on Faculty Time Increasing in Every Area of Activity



#### Teaching

- Political pressure to increase undergraduate throughput
- Popular enthusiasm for non-traditional modalities
- Outcomes assessment increasingly time-consuming



#### Research

- Increasing grant administration demands
- Rising promotion and tenure standards



#### Service/Administration

- Department chair and dean jobs increasingly professionalized, high-skill

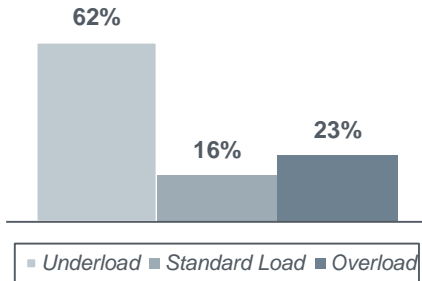
1) At public doctoral institutions.  
2) At national firm Latham & Watkins.

# The Challenge of Accounting for Faculty Time

Large Share of Faculty Time Released or Unaccounted For

## Overwhelming Majority of Faculty Don't Work Standard Load...

Share of Faculty by Load Status<sup>1</sup>, Public Master's University



... Especially at Research Institutions?

**57%** Share of FT faculty teaching capacity utilized (Representative Department, Public Research Institution)

## The Primary Reasons for “Underloading”



Research Releases



Service/Admin Releases



Insufficient Demand



Alternative Compensation



### Who's Minding the Shop?

“There is a black market on campus for overload, supplemental pay, and reduced loads – no one has any data on this.”

Vice Provost  
Public Master's University

<sup>1</sup>) Standard load is 24 semester credit hours

# Aligning Faculty Effort with Institutional Goals



Supporting the University's Most Precious Resource

## Four Key Challenges to Aligning Workload Assignments with Mission



**Improved Assessment:**  
Giving faculty credit for all they do



**1**

**Multidimensional  
Productivity Analysis**



**Research Releases:**  
Targeting releases to the most productive faculty



**2**

**Strategic Research  
Release Allocation**



**Admin/Service Releases:**  
Reducing time on non-critical activities



**3**

**Specialized  
Admin/Service Roles**



**Specialized Teaching:**  
Ensuring quality teaching while supporting research



**4**

**Expansion of "Clinical"  
Professoriate**

# The Whole Hog

## Holistic Reports a Starting Point for Workload Allocation, Assessment



### Defining Key Indicators...



#### Teaching

- Courses taught / assigned load
- Undergraduate SCH
- Master's / PhD SCH
- Independent study SCH
- Lab SCH



#### Scholarship

- Books, book chapters, & reviews
- Journal articles
- Research expenditures
- Release time (in \$)
- Creative compositions
- Exhibitions, performances, keynotes
- Conference/ poster presentations
- Editing books or book chapters
- Independent lectures



#### Service

- Admin. release time

### ... For Holistic Assessment

#### Annual Review of Total Productivity



Dashboards provide single version of the truth for departmental “contribution to mission” meetings with provost’s team deans, chair, and interested faculty.

#### Avoids Measuring “Hours” or “% Time”



Moves productivity conversation away from irrelevant factors (time inputs) to value-driven factors (outputs, outcomes).

#### Department-Driven



Central facilitates discussions of dashboard metrics, but departments use local knowledge to decide appropriate workload adjustments.

• **\$1.7M**

**Adjunct funds re-allocated** in A&S based on contribution-to-mission dashboards (~4% of total budget)





# From Insight to Action

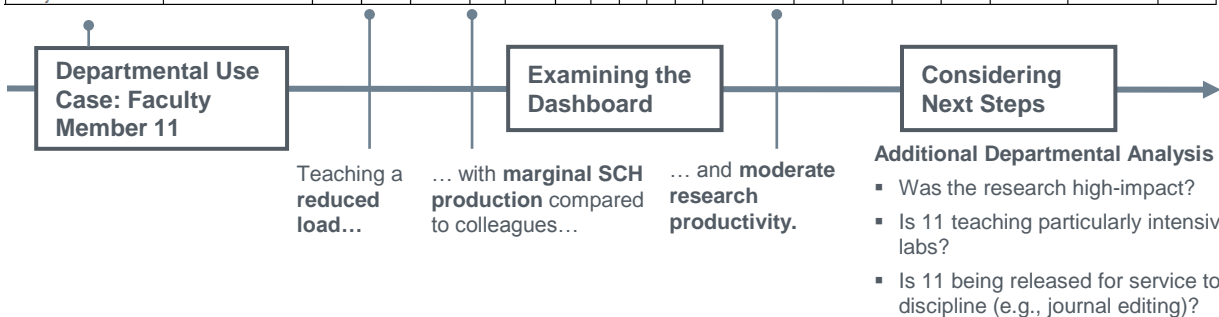
Dashboard Enables “Spot Checks,” Highlights Areas for Further Analysis



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Tenure-Track Contributions to Mission

Name	Comment	Semesters Available	Sections Taught	Section SCH	MS & PHD Thesis SCH	Independent Study SCH	Lab/ Activity SCH	Book	Book Chapter	Book Review	Journal Article	Conference Pub, Encyclopedia Entry, Creative Composition, Translation	Editor of a Book or Book Chapter	Conference or Poster Presentation	Individual Lecture, Reading	Keynote, Exhibition, Performance, Curator	Release Time	Research Expenditures	Total Credit Hours
Faculty Member 1	F Sab	1.00	1.00	964	9	68					3			12	1		12,000	285,496	1,041
Faculty Member 2		2.00	2.00	122	14	49	36					1		8					221
Faculty Member 3		2.00	2.00	156	2	40					1			6				5,885	198
Faculty Member 4		2.00	2.00	180	4	45	118							4					347
Faculty Member 5	Exec Asst position	0.00			4	14			1	2				7					18
Faculty Member 6		2.00	2.50	461	8	17		2	2				1	6			2,001	390,767	486
Faculty Member 7		2.00	3.00	160	13	90				3				5	3			112,027	263
Faculty Member 8		2.00	4.00	1,388		13												2,764	1,401
Faculty Member 9	Chair	1.00	3.00	687	6	48					3			6				59,249	741
Faculty Member 10		2.00	1.00	68	3	98								14		2	11,997	768,283	169
Faculty Member 11		2.00	1.00	34			78				3			4					112

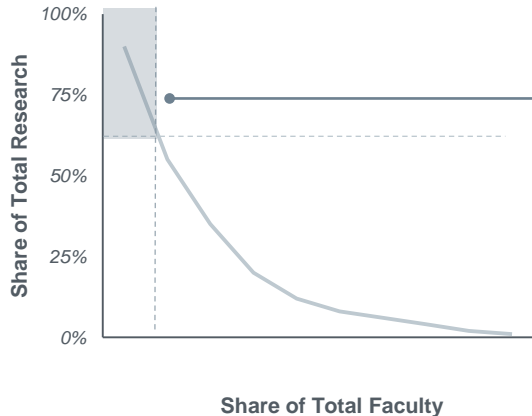


# Acknowledging the 80-20 Rule

Top Researchers Significantly More Productive Than Average

## The Long Tail of Research Productivity

Share of Scholarship Produced by Share of Tenure-Track Faculty (illustrative)



“In almost all disciplines and areas of scholarly activity, the **top 20% of faculty produce more than half** of the scholarly output.”

*Lawrence Martin  
Founder, Academic Analytics*

“36.7 percent of [tenure stream faculty at UT-Austin] received *nothing* in the way of research grants and had... an average of 34 students taught per semester.”

*Richard Vedder  
Distinguished Professor of Economics, Ohio University*

# Bringing Rigor to Research Releases



## Two Key Questions to Increase Value of Release Time

### ✘ Traditional Allocation



#### Departmental Benchmarks

- **Scattershot:** High-performers often teach same workload as colleagues
- **Prospective:** Based on promised, not demonstrated, productivity



#### Chair Supervision

- **Reallocation Culturally Difficult:** Semi-permanent nature of releases makes chairs unwilling to cut them
- **Lack of Clear Expectations**  
Releases not tied to efficiency or quality standards

### ✔ “Metric-Informed” Allocation



#### Demonstrated Productivity

- **Targeted:** Guides scarce release time to high-productivity researchers
- **Reactive:** Reduces uncertainty of “betting on” increased productivity



#### Renewable Agreements

- **“Off-Ramps”:** Frequent renewal provides opportunity to reallocate
- **Performance Standards:** Grantees expected to produce within a window of time or to a certain quality

How Do We Allocate Releases in the First Place?

What Accountability Measures Exist for Releases?

# Dragged in Too Many Directions

Dept. Chair Roles Becoming More Demanding as Opportunity Costs Rise

**Chair Duties Increasingly Demand Specialized Skills...**

**... Even as the Costs of Releases from Academic Work Increase**



## Budgeting

Decentralized budget models demand greater savvy around university finance



## Accountability

Chairs increasingly expected to develop strategic plans, track data more rigorously



## Research

Greater competition across disciplines makes time off costly to dept. rankings



## Teaching

Stagnant instructional budgets increases stakes of adjunct allocation decisions



“I actually don’t want my people to administrate – they’re too good. The most expensive thing in the world is for me to give someone a release [for administration].”

*John Kraft  
Dean, Warrington College of Business Administration  
University of Florida*



# Worthy Investment?

Release Time More Economically Significant than Provosts Realize

## Release Time More Economically Significant Than We Realize

*Course Release Distribution, Public Master's University, 2009-2013*

## Data Lead to Uncomfortable (But Healthy) Questions



1) Nearly all release time for non-tenured faculty is allocated for administrative work.

# Easing the Burden

## Professionalizing Time-Consuming Budgeting Frees Faculty Time



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Reassign Budgeting Tasks to College Staff...



... and Allocate Resources Accordingly...

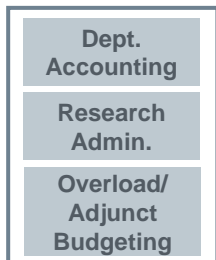
- Reduction in releases from 3 to 1 in large departments

... Increasing Faculty Time on Mission-Critical Work

**480** Extra teaching capacity per year (SCH)<sup>1</sup>



Reclaimed time potentially **reallocated to research**



- Assign 0.5 staff FTEs (~\$25K/yr) to manage dept. budgeting
- Devolve travel budget management to individual faculty



Budgeting and accounting performed by trained professionals

1) Assumes avg. class size of 30, reclamation of 2 releases (per term), and 4 SCH per course.



# Differentiating Instructional Roles

## Multiple Tracks Can Improve Instructional Productivity and Research Intensity



### Initial “Specialized” Model (All Tenure-Track) (2000)



**Teaching-Track:**  
4/4 load

**1/3**

*Planned Faculty Breakdown*

**1/4**



**Full-Time Non-TT Clinical Faculty:**  
4/4 load



**Balanced Track:**  
3/3 load

**1/3**



**Research Track:**  
2/2 load  
(2/1 before tenure)

**1/3**



**3/4**



**Asst. Professors:** 2/2 load (2/1 before tenure)



**Political Tensions:** Multiple standards for tenure create resentment, research faculty still dominant in admin



**Less Specialization, Lower Research Productivity:** Balanced track taught less than teaching track, but too much to compete for high-potential researchers

# Finding and Reallocating Academic Resources



A Roadmap for Realizing Academic Ambitions



**Course Offerings**



**Course Success**



**Curricular Focus**



**Faculty Workload**



**Strategic Investment**







# Reinvesting For the Future

## Freeing Capacity for Growth As a Solution to Long-Term Sustainability?

### Impact of Resource Allocation Endeavors Over Time

