College of Arts and Sciences
Performance Review
March 4, 2010

Brenda J. Claiborne, Dean
Philip Gonzales, Senior Associate Dean

Associate Deans
Philip Gonzales, Faculty
Philip Ganderton, Research
Mark Ondrias, Instruction and Curriculum

College of Arts and Sciences

College at a Crossroads
College at a Crossroads

College comprises about 50% of Academic Affairs

Outstanding teaching, research and service

College at a Crossroads

Why is the College at a crossroads?

What decisions need to be made now to ensure continued student success in the future?

How can the College collaborate with the administration to generate funds in this time of fiscal uncertainty?
Why is the College at a crossroads?

Undergraduate enrollment growth
No growth in faculty or I&G allocation

Decrease in graduation rates
Challenges in staffing lower division courses
Decrease in graduate enrollments

College Produced 361,527 Semester Credit Hours in 2009

Total SCH Production
Lower Division SCH Production

Remainder of UNM = 41%
A&S = 59%
Remainder of UNM = 24%
A&S = 76%
What does production of 361,527 SCH mean for the College?

Instruct about 14,500 students each year

Offer 4,550 sections each year
2,505 = Lower Division
1,447 = Upper Division
595 = Graduate

Submit about 113,000 grades each year
Undergraduate SCH production since 2002

2002 to 2009

61,432 increase in Undergraduate SCH

61,432 SCH at 3 SCH/student/class equals 20,477 student-seats in the classroom

College has added 20,400 “seats” since 2002
Undergraduate Majors and Adjusted I&G Allocations since 2002

Undergraduate Majors

Adjusted I&G Allocation

AY02 AY03 AY04 AY05 AY06 AY07 AY08 AY09

Undergraduate Majors and Faculty Numbers since 2002

Undergraduate Majors

Tenure Track Faculty

AY02 AY03 AY04 AY05 AY06 AY07 AY08 AY09

15

16
Expenditures* per Major (undergraduate and graduate combined) since 2002

*Computed using Adjusted I&G Allocations

Effects of Decreasing Dollars per Student

- "Cohort crowding"
- Challenges of staffing lower division courses with adjuncts
- Decrease in graduate enrollments
“Dwindling resources for instruction, more than weak students, explain poor graduation rates, scholars say”

Chronicle of Higher Ed, Dec 7, 2009

Professor Bob Berrens, Chair
Department of Economics
Effects of Decreasing Dollars per Student

- "Cohort crowding"
- Challenges of staffing lower division courses with adjuncts
- Decrease in graduate enrollments
Challenges of Staffing Lower Division Courses with Adjuncts

Professor Gail Houston, Chair
Department of English

Effects of Decreasing Dollars per Student

- "Cohort crowding"

- Challenges of staffing lower division courses with adjuncts

- Decrease in graduate enrollments
Majors and Tenure Track Faculty since 2002

Undergraduate Majors

Graduate Majors

TT Faculty

AY02 AY03 AY04 AY05 AY06 AY07 AY08 AY09

Decrease in Graduate Enrollments

Professor John Oetzel, Chair
Department of Communication and Journalism
Effects of Decreasing Dollars per Student

- "Cohort crowding"
- Challenges of staffing lower division courses with adjuncts
- Decrease in graduate enrollments

Structural Defects in College Budget

- College is not funded for part-time instruction in I&G allocation
- No mechanism for increasing tenure-track faculty when enrollments increase
- No new recurring funds to pay for counter-offers, equity raises, and other recurring commitments (Only funds available are from retirements)
College I&G Budget

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>I&amp;G Allocation</td>
<td>$51,003,870</td>
</tr>
<tr>
<td>I&amp;G Expenses</td>
<td>($54,839,487)</td>
</tr>
<tr>
<td>Total</td>
<td>($3,835,617)</td>
</tr>
</tbody>
</table>

I & G Budget for FY10

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Recurring Allocation</td>
<td>$51,003,870</td>
</tr>
<tr>
<td>Faculty salaries</td>
<td>($32,302,035)</td>
</tr>
<tr>
<td>Staff salaries</td>
<td>($7,713,394)</td>
</tr>
<tr>
<td>TA/GA salaries</td>
<td>($7,284,561)</td>
</tr>
<tr>
<td>Graduate tuition</td>
<td>($1,775,283)</td>
</tr>
<tr>
<td>Undergraduate salaries</td>
<td>($335,398)</td>
</tr>
<tr>
<td>Operating expenses</td>
<td>($1,593,199)</td>
</tr>
<tr>
<td>Additional expenses</td>
<td>($3,835,617)</td>
</tr>
<tr>
<td>Total</td>
<td>($3,835,617)</td>
</tr>
</tbody>
</table>
Additional Expenses = ($3,835,617)

<table>
<thead>
<tr>
<th>Expense Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time instruction (adjuncts and includes $1.1 m for additional TAs)</td>
<td>($2,900,000)</td>
</tr>
<tr>
<td>Additional graduate tuition</td>
<td>($97,000)</td>
</tr>
<tr>
<td>Inter-college programs</td>
<td>($139,463)</td>
</tr>
<tr>
<td>Salaries of new faculty</td>
<td>($323,799)</td>
</tr>
<tr>
<td>Additional expenses and contingency (0.7% of recurring allocation)</td>
<td>($384,595)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>($3,844,857)</strong></td>
</tr>
</tbody>
</table>

Sources of Non-Recurring Funds
(Estimates: variable and not guaranteed)

<table>
<thead>
<tr>
<th>Source Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary savings: faculty on leave, resignations and retirements, full-year sabbaticals</td>
<td>$1,806,555</td>
</tr>
<tr>
<td>Balance forward: lapsed salaries</td>
<td>$883,344</td>
</tr>
<tr>
<td>Course buy-outs</td>
<td>$373,919</td>
</tr>
<tr>
<td>TA/GA funds from OGS</td>
<td>$448,000</td>
</tr>
<tr>
<td>Bridge funding for new faculty from Provost – expires in 2-3 years</td>
<td>$323,799</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3,835,617</strong></td>
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College I&G Budget

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Steps to Remedy Structural Defects and Cover Costs of Enrollment Growth since 2002

1. **Add funds to recurring allocation to cover half of part-time instruction**

   $1.4 million to recurring allocation over 5 years to cover about half of part-time instruction budget

   (Assumes increase tenure-track faculty as proposed here and no enrollment growth after FY10)
Steps to Remedy Structural Defects and Cover Costs of Enrollment Growth since 2002

2. Fund the back-log of unfilled faculty positions to meet enrollment growth since 2002

$3.5 million over 5 years to hire 45 tenure-track faculty

3. Add funds to recurring allocation to cover retention offers, equity raises and other non-recurring commitments as needed on an annual basis and justified by the Dean

About $400,000 per year to recurring allocation each year, with justifications from Dean
5-year Proposal to Cover Past Growth

(Not including funds for future enrollment growth)

<table>
<thead>
<tr>
<th>Funds To Be Added to Recurring Allocation</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time instruction</td>
<td>$400K</td>
<td>$400K</td>
<td>$200K</td>
<td>$200K</td>
<td>$200K</td>
</tr>
<tr>
<td>Faculty hires</td>
<td>$1 million</td>
<td>$1 million</td>
<td>$500K</td>
<td>$500K</td>
<td>$500K</td>
</tr>
<tr>
<td>Recurring costs</td>
<td>$400K</td>
<td>$400K</td>
<td>$400K</td>
<td>$400K</td>
<td>$400K</td>
</tr>
<tr>
<td>Totals</td>
<td>$1.8 m</td>
<td>$1.8 m</td>
<td>$1.1 m</td>
<td>$1.1 m</td>
<td>$1.1 m</td>
</tr>
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College at a Crossroads

Why is the College at a crossroads?

What decisions need to be made now to ensure continued student success in the future?

How can the College collaborate with the administration to generate funds in this time of fiscal uncertainty?
College at a Crossroads: Decision Point

- Cohort Crowding

- Cap Enrollment: cap enrollment, remedy structural defects in College budget and cover costs of growth since 2002

- Entrepreneurial: collaborate with administration to provide incentives for raising funds
Entrepreneurial Path

► Reduce expenditures
  ► Actions taken to reduce costs
  ► Long-term measures to reduce costs

► Increase revenue
  ► Continue successful fund-raising efforts
  ► Revenue-sharing with central administration

Actions Taken to Reduce Costs

Department Level
  ► Reduced copying and printing
  ► Reduced staff hiring
  ► Reduced phone lines and voicemail
  ► Reduced travel by over 50%

College Level
  ► Facilitated retirements
  ► Reduced number of visiting profs
  ► Reduced part-time instruction costs by about $300,000 over the last 2 years
Long-term Measures to Reduce Costs

- Move GA's to TA positions
- Increase caps in some courses
- Institute variable teaching loads in all departments
- Reduce emphases within majors
- Streamline upper division course offerings
- Encourage leave-without-pay
- Encourage full-year sabbaticals
- Reduce time between sabbaticals if take full-year
- Reduce SACs or course releases for some types of service

Entrepreneurial Path

- Reduce expenditures
  - Actions taken to reduce costs
  - Long-term measures to reduce costs
- Increase revenue
  - Continue successful fund-raising efforts
  - Revenue-sharing with central administration
Revenue-sharing with Central Administration

- Increase on-line and hybrid courses
- Summer school
- Intersession
- Undergraduate enrollments

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Revenue-sharing: Summer School

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invest $782,534</td>
<td>Invest $1,016,150</td>
</tr>
<tr>
<td>15,255 SCH</td>
<td>19,343 SCH</td>
</tr>
<tr>
<td>$3,234,060 tuition</td>
<td>$4,100,716 tuition</td>
</tr>
<tr>
<td>$2,451,526 net revenue</td>
<td>$3,084,566 net revenue</td>
</tr>
</tbody>
</table>

Minimum 50% return to departments = $1,542,283
Example
Department of Mathematics and Statistics

<table>
<thead>
<tr>
<th>Summer 2009</th>
<th>Proposed Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Invest $121,990</td>
<td>▶ Invest $180,000</td>
</tr>
<tr>
<td>▶ 2,389 SCH</td>
<td>▶ 3,305 SCH</td>
</tr>
<tr>
<td>▶ $506,468 tuition</td>
<td>▶ $700,660 tuition</td>
</tr>
<tr>
<td>▶ $384,478 net revenue</td>
<td>▶ $520,660 net revenue</td>
</tr>
</tbody>
</table>

Minimum 50% return to department = $260,330

College developing similar model for Intersession

Revenue-sharing: Undergraduate Enrollments

Tuition and Fees Generated

Tenure Track Faculty

AY02 AY03 AY04 AY05 AY06 AY07 AY08 AY09
FY10 Enrollment Increase
6.6% increase in freshmen
10% increase in sophomores

College Actions
► $325,000 invested by Provost office
► 89 sections added at 89% capacity
► 10,800 SCH produced
► Increased # sophomores/section
► $2,289,600 new tuition revenue (not including all new sophomore tuition)
► $1,964,600 net new revenue to UNM

Projected FY11 Enrollment Increase
5% increase in freshmen
10% increase in sophomores

Proposed College Actions
► 5% increase sophomore course caps
► $625,000 investment required
► 180 new sections
► 20,000 new SCH
► $4,240,000 new tuition revenue
► $3,590,000 net new revenue to UNM
Investment by UNM

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Investment ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY10</td>
<td>$325,000</td>
</tr>
<tr>
<td>FY11</td>
<td>$975,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,300,000</strong></td>
</tr>
</tbody>
</table>

**Net New Revenue Produced from College SCH**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Revenue ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY10</td>
<td>$1,964,000</td>
</tr>
<tr>
<td>FY11</td>
<td>$3,590,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,554,600</strong></td>
</tr>
</tbody>
</table>

FY10 and FY11

$1,300,000 investment → $5,554,600 net revenue

4:1 return on investment
FY10 and FY11
$5,554,600 net revenue

- Return $3,500,000 to College as recurring funds
  - $800,000 for part-time instruction and graduate students
  - $2,700,000 for new hires, counter-offers, and staff who support students
- Continue revenue-sharing for future enrollment growth

Advantages of Revenue-sharing

- Excellent return on investment
- Provides incentives for departments
- Proceed with multi-term scheduling
- Explore “guaranteed graduation in 4 years”
College at a Crossroads: Decision Point

Cohort Crowding

Cap Enrollment

Entrepreneurial

UNM COLLEGE of ARTS & SCIENCES

2009

UNM COLLEGE of ARTS & SCIENCES
A Diploma for Every Student