



MEMORANDUM

DATE: August 17, 2018

TO: Academic Deans

FROM: Jon Harbor, Executive Vice President and Provost

A handwritten signature in black ink that reads "Jon M. Harbor". The signature is written in a cursive style with a large, sweeping initial "J".

SUBJECT: Instructional Staffing Plans: Data, Methodology, and Your Feedback

The administration received very helpful feedback on the draft approach presented in April 2018 to set target levels for faculty staffing in each department. In response to this feedback, we have tweaked the methodology. Below is an explanation of the full methodology, so that you have a complete picture of the approach. Then you'll find an explanation of the data that are in the spreadsheet attached with this memo for your college, and an explanation of the feedback that I need from you **by August 31**. Below you will also find the timeline for other steps in the process that will culminate in the submission of final plans for achieving required instructional staffing budgets, expected mid-October.

Methodology

Overview: In the revised methodology, a department's faculty staffing level is first calculated based on its FY2018 student credit hours and the credit hour to faculty ratio it had on average for the period FY2009-13. These data are used to calculate how many staff it would take to produce the FY2009-13 credit hour to faculty ratio, but with the FY2018 student credit hours, both for all instructional staff and for T/TT faculty. These presumptive instructional staffing levels are then converted to an instructional staffing budget. This instructional budget is then adjusted based on strategic considerations to set a final instructional budget target for departments to achieve by the end of FY2021. Final instructional staffing budgets may be higher or lower than the levels calculated from the FY2009-13 ratios and FY2018 student credit hours. Departments and colleges will then develop instructional staffing plans that fit within their new instructional staffing budgets.

Notes on how the process will work:

- 1) The student-faculty ratios are determined by, first, the student credit hours for all courses listed under a department's rubric(s), and second, the instructor of record for each of those courses. These calculations use the course assignments deans and chairs completed, initially when calculations were first done in April and then again when the

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FY2009-13 average was used in June. These data are included so you can see where the numbers came from.

- 2) Target staffing levels for each department are calculated based on its FY2018 student credit hours and the credit hour to faculty ratio it had on average for the period FY2009-13. These data are used to calculate how many faculty it would take to produce the FY2009-13 credit hour to faculty ratio, but for the FY2018 student credit hours. This is done both for ALL Instructional FTE (which includes T/TT faculty, lecturers, adjuncts, and GTAs) and for only T/TT FTE. The T/TT faculty number is then subtracted from ALL to determine the target for non-T/TT faculty. Each department's average salary for its T/TT faculty is then multiplied by its T/TT target to determine its T/TT budget target, and the department's average salary for its non-T/TT average salary is multiplied by its non-T/TT target to determine to determine its non-T/TT budget target. Those are summed to determine each department's presumptive total instructional staffing budget target.
- 3) By comparing total instructional budgets associated with FY2018 staffing with total instructional budgets from step 2 and our target for rightsizing the total instructional budget, we will know whether we have the budgetary flexibility to adjust some departments' instructional budget targets above their presumptive levels. Based on an analysis of the initial data by the Provost's Office, this flexibility should exist.
- 4) Final decisions on adjusting instructional budget targets above or below each department's presumptive total instructional budget target (step 2) will be made strategically by the executive team, relying on three main inputs:
 - the academic program data that the UPC reviewed in its [Stage 1 analysis](#), (but not the Delaware data, as concerns have been raised about its comparability).
 - assessment of academic programs' fit with and importance to the vision for the UM Core and the Communities of Excellence;
 - feedback from deans and chairs about programs with particular concerns regarding staffing levels given programmatic needs (more on this below).
- 5) Once the executive team has decided on the final instructional budget targets for each department, I will give these to deans and chairs and ask them to begin creating an instructional staffing plan that will achieve their budget targets. Each instructional staffing plan must achieve the budget target by the end of FY 2021. As part of this process, deans and chairs will be asked to identify any faculty who are planning to leave University employment over the next three years, and who will formally commit to leave, so that these departures can be integrated into the instructional staffing plan and budget. Deans and chairs are expected to design instructional staffing plans that will deliver the curriculum within the budget parameters they have been given. Deans and chairs should identify any programs that cannot be continued under the instructional staffing plan and budget. Instructional staffing plans may include both departures and new hires, as long as they achieve the instructional budget target by the end of FY 2021. Based on these

plans, the president will determine whether there is a need to initiate a retrenchment process to reduce tenured faculty in specific areas.

Note that the instructional budget targets must be achieved by the end of FY2021 so that all necessary budget savings are realized for the FY2022 budgets. That means any faculty departures counted toward the reductions must take place no later than June 30, 2021.

Feedback Needed

To ensure that this process is equitable and strategic, I need input from deans and chairs on two aspects of this. Deans should collect feedback from chairs and combine it to create a single submission from each college.

- 1) Please review the attached spreadsheet and let me know if you see any significant errors in the data on student credit hours and faculty FTE. These spreadsheets will be used to set the presumptive staffing targets, so it is important that they do not contain any significant errors. Because interdisciplinary courses can have only one rubric under common course numbering, they require additional consideration. Please identify where you think that particular factor may throw off the data and provide as much detail as you can to define the magnitude of this issue.
- 2) In some instances, faculty reductions could so severely hamper a program that the curriculum cannot be delivered. In those cases, decisions will need to be made about whether to discontinue a program or to add resources above the presumptive instructional budget to a program. Please identify any programs that are so close to that point that *any* faculty reductions would render the program unsustainable.

Given the time and effort put into the APASP unit reports and the responses to the *Strategy for Distinction*, I see no reason to ask for further programmatic input. The information already available will be used in making strategic adjustments to the presumptive targets. Please let me know, however, if the circumstances of a program have changed significantly since the unit completed its APASP report.

Timeline

To provide enough time for plans to be developed and required reviews to take place prior to the March 2019 Board of Regents Meeting, we must meet the following timeline:

Date	Action
August 31, 2018	Deans & chairs provide feedback on SCH/FTE data and on strategic factors affecting staffing levels (“Feedback needed” listed above)

September 7, 2018	Final instructional staffing budgets provided to deans and chairs to begin work on creating an instructional staffing plan and budget
October 1, 2018	Deadline for formally noticed attrition to take effect no later than June 30, 2021. Only formally noticed attrition can be included in instructional staffing plans.
October 15, 2018	Departments submit plans for achieving required instructional staffing budgets to the Provost

Please share this memo with your chairs as soon as they are back on contract. If you have questions about the contents of this memo, please contact [Claudine Cellier](#) in the Office of the Provost. Thank you for your prompt attention to these matters.

Cc: Seth Bodnar, President
Rosi Keller, Interim VP for Administration & Finance
Terri Phillips, Associate Vice President for Human Resources

JH:cc
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