



DATE: February 24, 2015

TO: Executive Team

FROM: Council on Assessment, Planning and Budgeting (CAPB)

RE: Recommendations on Resource Requests from Cycle 6 Institutional Effectiveness Reports

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On Friday, September 23<sup>rd</sup>, 2014 the CAPB met to review all resource requests submitted by departments as part of their Institutional Effectiveness Reports for Cycle 6 (Spring-Summer 2014).

The following members of CAPB participated in the process:

- Dr. William Bush (co-chair), College of Arts and Sciences
- Dr. Holly Verhasselt (co-chair), Academic Affairs
- Mr. Anthony Alcoser, Institutional Advancement
- Ms. Shawna Arroyo, Information Technology Services
- Ms. Jo Anna Benavides-Franke, Student Engagement and Success
- Dr. Cody Cox, College of Arts & Sciences
- Dr. Eric Cooper, Enrollment Management
- Mr. Jose Garcia, Academic Affairs
- Dr. Sean Kearney, College of Education and Human Development
- Mr. Marshall Lasswell, Facilities
- Dr. Judy Lewis, College of Business
- Ms. Deirdre McDonald, University Libraries
- Dr. Corinna Ross, College of Arts and Sciences
- Ms. Jennifer Skiver, Administration and Finance
- Dr. John Smith, College of Education and Human Development
- Dr. Ed Westermann, Faculty Senate

The following CAPB members were absent: Mr. Richard Delgado, Military Community Relations

**THE REVIEW PROCESS:**

Prior to the meeting all resource requests were compiled into two master lists: one which detailed requests by the academic schools and another which included all requests from administrative units.

These lists include the item's priority rank as determined by the department, the request itself, the amount of funding requested, whether it was base-funding or a one-time request, and the justification for the item. All requests were reviewed and ranked individually in advance of the meeting. Committee members were instructed to review and rank the requests based on their relation to the unit's IER results, mission, and strategic plan. CAPB members ranked all of the requests, identifying each request as high, medium, or low priority. Copies of the unit IERs available for review via a shared drive to help facilitate consideration of the requests.

All of the initial rankings were compiled into one list, and disagreements about the rankings of each item were resolved via group discussion. The rankings below reflect the final rankings for each item.

Items within each category are in no particular order.

### **HIGH PRIORITY ITEMS:**

- Spanish program: Tenured/tenure-track faculty line (\$60,000) (Base-funded)
- College of Arts & Sciences: Academic Advisor I (\$28,000) (Base-funded)
- Professional Track Communications Photography Faculty and Lab Manager (Combined Position) (\$55,000) (Base-funded)
- Latin American and Borderlands History: Tenured/tenure-track faculty line (\$10,000) (Base-funded)
- Requests for tutoring support. CAPB felt that all tutoring requests should be considered high priority funding items. However, funding for tutoring, and coordination of these services, should be centralized within the tutoring center. Tutoring requests included:
  - Mathematics program: Expanded Tutoring Support Capability (\$10,200) (Base-funded)
  - English program: 2 writing tutors (@ 20 hrs each) (\$20,000) (Base-funded)
  - Writing and quantitative tutoring lab and part-time tutors in the Brooks campus available during evening hours and Saturdays.(\$12,000) (Base-funded)
  - Programming and database tutoring lab and part-time tutors.(\$6,000) (Base-funded)
  - Quantitative tutoring lab and part-time tutors in the Brooks campus available during evening hours and Saturdays(\$9,000) (Base-funded)
  - Accounting tutors resident at the Brooks campus during evening and Saturday hours(\$6,000) (Base-funded)
- Business Communications: Tenure-track faculty line (\$60,000) (Base-funded)
- A BTLPT or Spanish testing coordinator or specialist (\$35,000) (Base-funded)
- Additional Tenure-Track Faculty in the program area of Curriculum & Instruction (\$60,000) (Base-funded)
- EC-6 Generalist Resource Guides (\$440) (One-time)
- CPI training for an additional faculty member (\$2,500) (One time)
- Graduate Studies and Research: Support for student scholarship (\$4,500) (Base-funded)
- University Library: Hire an Archivist/Special Collections Librarian (\$50,000 + benefits) (Base-funded)
- Institutional Research: Research Analyst (\$40,000) (Base-funded)
- Enrollment Management: Financial Aid Grant Coordinator (\$39,900) (Base-funded)
- Counseling and Wellness: Full time referral case manager/outreach coordinator (\$55,000) (Base-funded)

- DSS/Tutoring Services: Three additional student workers to provide support for note taking, reader scribing and alternative text conversion (\$24,000) (Base-funded)
- DSS/Tutoring Services: Abbyy Finereader pro software (\$500) (One-time)
- DSS/Tutoring Services: Assistive Technology Coordinator (\$40,000) (Base-funded)
- Career Services: Student Worker (\$7,450) (Base-funded)

#### **MEDIUM PRIORITY ITEMS:**

- Sociology program: Tenured-tenure track faculty member with an MSW and a Ph.D. in either Sociology or Social Work required and military service and/or an ability to teach statistics as desired (\$60,000) (Base-funded)
- Criminology program: Tenured-tenure track faculty line (\$60,000) (Base-funded)
- Communications program: Photo and multimedia equipment (\$40,000) (One-time)
- English program: WCOonline software (\$715) (Base-funded)
- English program: Events/Writing Across the Curriculum (WAC) workshops (\$1,000) (Base-funded)
- Management: Tenured-tenure track faculty line (\$80,000) (Base-funded)
- Business Law: Tenured-tenure track faculty line (\$70,000) (Base-funded)
- Marketing: Tenured-tenure track faculty line (\$90,000) (Base-funded)
- Professional Test Review Session Trainer for 068 TExES exam prep (\$500) (One time)
- Counseling and Guidance program: Tenure track faculty line (\$60,000) (Base-funded)
- Special Education: CPI Renewal Fees for two currently certified faculty (\$350) (Base-funded)
- DSS/Tutoring Services: Camera equipment for monitoring/proctoring in 4 exam rooms (\$6,000) (One-time)
- Student Activities: Program Coordinator for Student Organizations and SGA (\$46,000) (Base-funded)
- Students Rights and Resp/Int'l Affairs: NAFSA – Online Manual (\$500) (Base-funded)

#### **LOW PRIORITY ITEMS:**

- Geoscience: Tenured-tenure track faculty line (\$65,000) (Base-funded)
- Hydrology and Water Resources Science: Tenured-tenure track faculty line (\$65,000) (Base-funded)
- Geographic Information Science: Tenured-tenure track faculty line (\$65,000) (Base-funded)
- Criminology program: Travel money for student presentations at academic conferences. (\$2,100) (Base-funded)
- Criminology program: Guest speaker event refreshments, appreciation gifts, etc. (\$300) (Base-funded)
- English program: Student Travel x 2 (\$500 per program, BA and MA) (\$1,000) (Base-funded)
- Mathematics program: Program Development (\$425) (Base-funded)
- Mathematics program: Professional Development (\$1,700) (Base-funded)
- College of Education: AUC Recruiting/Promotion (\$5,000) (Base-funded)
- Bilingual Education program: Additional Textbooks for Dept. Resource Library (\$1,000) (Base-funded)
- Bilingual Education program: Instructional Materials: Teaching Resources: Ex. Carts, Videos, Children's Literature, Text Sets (ie Guided Reading), Manipulatives, Etc. (\$2,000) (Base-funded)

- Bilingual Education program: Professional Enhancement: Conference Attendance and Travel for Students (\$4,000) (Base-funded)
- Bilingual Education program: TEXES, BTLPT, PPR Resources (\$1,000) (Base-funded) funding
- Bilingual Education program: Technology Needs: ie. Headsets with microphones, MAC desktop or laptop, ipods or ipads. (\$3,000) (One-time)
- Early Childhood Education program: Tenure track faculty line (\$60,000) (Base-funded)
- Educational Leadership program: Tenured-tenure track faculty line (\$60,000) (Base-funded)
- Educational Leadership program: Tenured-tenure track faculty line (\$60,000) (Base-funded)
- Educational Leadership program: 2 Research Assistant (\$13,000) (Base-funded)
- Educational Leadership program: Mini-Grants for students to present at conferences (\$2,500) (Base-funded)
- Counseling and Guidance program: Tenure track faculty line (\$60,000) (Base-funded)
- Counseling and Guidance program: Tenure track faculty line (\$60,000) (Base-funded)
- Reading program: Class set of Kindles (\$3,500) (One-time)
- Reading program: Graduate Teaching Assistant (TA) for undergraduate courses (\$1,500/mth) (Base-funded)
- Bilingual Education program: Tenure track faculty line (\$60,000) (Base-funded)
- Educational Preparation and Certification Center: Administrative assistant/receptionist (\$30,000) (Base-funded)
- Student Activities: Graduate Student (\$9,880) (Base-funded)
- Student Activities: Programming Funding (15,000) (Base-funded)
- Students Rights and Resp/Int'l Affairs: New Staff/PIN (\$35,000) (Base-funded)
- Students Rights and Resp/Int'l Affairs: Professional Staff Development (\$5,000) (Base-funded)
- Strategic Initiatives and Military-Community Relations: Two (2) part-time temporary employees (\$30,000) (One-time)
- Strategic Initiatives and Military-Community Relations: Program support for two (2) military community focused programs (1 each semester) and three (3) guest speakers (travel & honorarium) (\$15,000) (One-time)
- Strategic Initiatives and Military-Community Relations : ID scanner/ tracking software (\$5,000) (One-time)

### **UNRANKED REQUESTS:**

Items in this section were not considered by CAPB. In some cases, it seems like the requests should be accommodated within existing departmental budgets for professional development, training, or office supplies/technology. In other cases, the request had no connection to program outcomes or performance indicators. Finally, there were requests that would have a direct impact on other departments (software requests that have implications for ITS) or could be provided through existing funds (books and media can be requested through the University Library).

#### **Table 1: Unranked Requests**

- Supplies for the Writing Center (\$1,000) (Base-funded)
  - Office supplies should be provided through existing departmental/program budgets in A&S.
- Increasing HyFlex and Videoconferencing class delivery options (\$50,000) (Base-funded)
  - No evidence was provided to support this request. It is not clear that HyFlex is as effective as other course formats.

- Bilingual Assistant Professor (\$60,000) (Base-funded)
  - This position was requested (and funded) through last year's CAPB process.
- Bilingual Full Time Lecturer/Clinical Faculty (\$45,000) (Base-funded)
  - This position was requested (and funded) through last year's CAPB process.
- Teacher Administered Level Assessment Kits (\$2,000) (One-time)
  - This position was requested through last year's CAPB process.
- Teacher Administered Level Assessment Kits- Protocols (\$2,000) (Base-funded)
  - This position was requested through last year's CAPB process.
- Tenure-Track Accounting Faculty (\$120,000) (Base-funded)
  - It appears that a search for an accounting faculty member is on-going. CAPB was unsure if this request was in addition to that request. If the position is currently vacant, perhaps additional funding is needed to make that position more attractive to potential candidates.
- Individual Education Plan (IEP) Case study software (35 copies) (\$1,050) (One-time)
  - CAPB recommends that students be required to purchase this software as part of their course materials.
- Legal Digest Student Discipline Charts (class set-35) (\$1,050) (One-time)
  - CAPB recommends that students be required to purchase this software as part of their course materials.
- M&O: Students Rights and Resp/Int'l Affairs (\$2,000) (Base-funded)
  - This funding is provided with new PINs.
- Capitol: Students Rights and Resp/Int'l Affairs (\$2,500) (One-time)
  - This funding is provided with new PINs.
- Departmental Handouts/Brochures : Students Rights and Resp/Int'l Affairs (\$500) (Base-funded)
  - These materials should be provided through existing departmental/program budgets/
- Enrollment Management: Freshman Admission Recruiter (\$34,000) (Base-funded)
  - CAPB did not feel that there was enough information to rank this request at this time. Downward Expansion is clearly a priority for the University, but it is unclear what the time-table will be for that project. Given that many requests were given high priority, that budgets are likely to be limited going into the next fiscal year, and that there may be other sources of funding for downward expansion, CAPB deferred on this request
- Strategic Initiatives and Military-Community Relations: Training for campus-wide appointed Title IX coordinators and investigators (\$12,000) (Base-funded)
  - Compliance with Title IX initiatives is a federal mandate. Funding should not be requested through this process.
- Strategic Initiatives and Military-Community Relations: Title IX Training (\$12,000) (Base-funded)
  - Compliance with Title IX initiatives is a federal mandate. Funding should not be requested through this process.

### **MISSING REQUESTS**

CAPB did not consider requests from the following departments:

- Vice President for Finance and Administration: No IER was submitted.
- Accounting Office: No resources were requested.

- Budgets and Reporting: No IER was submitted.
- Compliance Office: No resources were requested.
- Facilities: No resources were requested.
- ITS: No resources were requested.
- Payroll: No resources were requested.
- Procurement: No resources were requested.
- Student Business Services: No resources were requested.
- Safety and Risk Management: No resources were requested.
- UPD: No IER was submitted.
- University Communications: No IER was submitted.
- Institutional Advancement: No IER was submitted.
- Center of Information Technology/Cyber-Security: No resources were requested.
- International Working Group: No resources were requested.

### **PROCESS IMPROVEMENT RECOMMENDATIONS**

As a result of this process, the CAPB would recommend several changes for the next cycle:

1. Restructure the budget process to focus on results of the assessment process and linkages to institutional priorities.

This is the second cycle of budget review by CAPB, and many of the justifications for requests continue to be very weak, including some fairly large requests. These weak justifications are often presented with weak data or no data at all. Some requests make no attempt at presenting a justification, implying that they should simply be accepted at face value by CAPB. The committee's interpretation of such requests is that departments believe that they will get funding for initiatives through other, unspecified processes. If CAPB doesn't consider a particular request a high priority, so the thinking goes, the department will find someone who does. It is the committee's strong opinion that such practices undermine the integrity of the assessment and budgeting process, and perpetuate a sense that resources are awarded to departments for reasons not related to demonstrated needs or compelling initiatives. These practices also hinder CAPB's role in fostering a transparent, campus-wide decision-making process based on shared governance.

2. Provide additional feedback on budget allocations to all University personnel.

A key area where CAPB members feel the loop has not been closed effectively is in communication of results back down to the departments and supporting units. This lack of communication also hinders university-wide buy-in to the budgetary decisions that are ultimately made. Moreover, it creates unnecessary confusion and leads to inefficiencies. For instance, CAPB members felt that they considered many duplicate requests because University personnel had no real idea if money had been allocated to their requests as a result of the previous year's CAPB review process/recommendations.

3. Increase awareness of the University budget process in general.

Related to the previous item, many administrators of academic departments and supporting units lack adequate knowledge of the university's budget processes, best practices in budget planning and

decision-making, and recurring budget processes that take place outside the purview of the CAPB review, which mainly focuses on new resource requests. During the last two years, CAPB has reviewed many requests that could have been handled through other processes, and at times has provided feedback suggesting reallocations of existing resources or other avenues for evaluating a request. For instance, CAPB has redirected some requests for IT-related items that had not been reviewed by the Information Technology Advisory Committee (ITAC), a campus-wide committee led by ITS that reviews all substantial IT-related requests prior to a formal budgetary request.

4. Provide incentives for participation in the Institutional Effectiveness process.

Over the years, the CAPB co-chairs have reviewed practices at other universities that encourage robust participation in the Institutional Effectiveness process, some of which we believe should be implemented at A&M-SA. These include incentives for participation, such as formal recognition for assessment-related achievements within a particular unit. They also include penalties for non-participation. For example, it is not uncommon for institutions to reject resource requests outright for non-existent or grossly inadequate justifications. Like any other request for funds in higher education, an internal budgetary request should be viewed as a persuasive document, not as a fait accompli. Adopting this approach would go a long way toward fostering a culture of healthy competition and accountability.

## **CONCLUSION**

Overall, CAPB felt that this was a worthwhile experience, and that with some improvements, it will become a more meaningful component of the budget process. It will also strengthen the University's overall institutional effectiveness.

On behalf of the CAPB membership, I would like to thank the Executive Team for their continued support.

Programs IERs and detailed resource request lists are available upon request.