

Organizational Appraisal Committee
Final Recommendations Submitted to UPRAC
January 30, 2015

On Monday November 17, 2014, the Provost convened the UT-Chattanooga Organizational Appraisal Committee consisting of faculty, staff, and administrators. The committee met during December 2014 and January 2015 with the charge of identifying opportunities for potential cost savings and improvements in efficiency in existing processes, procedures, and structure across campus. The committee's recommendations are submitted without regard or knowledge of unique circumstances or strategic priorities of the university that might apply to the feasibility of their implementation.

The recommendations are grouped into two sections:

Section 1: These are recommendations that the committee believes have sufficient data and information available for implementation. Appendix 1 contains detailed proposals that are provided in support of recommendations in Section 1. The proposals identify estimated total cost savings of \$1,011,165 as well as opportunities for improved efficiency and effectiveness.

Section 2: The OAC committee recommends that these items be referred to the Institutional Appraisal and Effectiveness Committee (IAEC) for a more detailed review. Recommendations in Section 2 identify the processes, programs, and units for further in-depth review by the Institutional Appraisal and Effectiveness Committee.

A list of the members comprising the Organizational Appraisal Committee is provided in Appendix 2.

Respectfully,

Organizational Appraisal Committee

Section 1

Process/Program	OAC Recommendations	Projected Financial Impact
Distribution of F&As from grants	<p>Change the distribution of F&A cost recoveries to build UTC's capacity to attract external resources, expand its research portfolio and promote community outreach & engagement.</p> <p>Current: 50% - general fund, 5% - college, 40% dept., 5% Grants office</p> <p>Proposal to Committee: 40% - general, 20% - college, 20% dept., 20% Grants office</p> <p>Recommended by Committee: 30% - general, 25% - college, 25% dept., 20% Grants office</p>	See proposal
College of Arts & Sciences Reorganization	Combine the 17 departments in CAS into four focused schools: a School of Fine Arts, a School of Social Science, a School of Natural Science and a School of Humanities.	\$ 781,165
Cadek Conservatory	Eliminate UTC subsidy by replacing full-time Accounting Specialist position with part-time Administrative Asst. Reorganize Cadek under the direction of the Music Department to strengthen connections with UTC and music faculty. Explore revenue generating opportunities for Cadek.	\$ 30,000
STEM Education	Move STEM Education program from CAS to the School of Education to improve student licensure and better utilize UTC resources. The move will eliminate the need for a separate department.	\$ 200,000
Job Sharing & Flex Year Arrangements	Develop UTC procedures for JOB SHARING and FLEX YEAR arrangements. Both job sharing and flex year arrangements may allow departments to meet the business needs of the university while potentially saving personnel costs associated with the use of regular part-time or temporary employees.	See proposal
UTC Financial Audit	Engage an independent professional services (CPA) firm to conduct an outside financial audit of UTC finances to better understand resource flows across the university and identify areas for improved efficiency and effectiveness.	

Section 2

The members of the Organizational Appraisal Committee recommend that the following opportunities be considered by the Institutional Assessment & Effectiveness Committee in order to perform the detailed program review necessary to optimize these operations.

Strategic Focus	Process/Program	Focus of Assessment
Community Services	Challenger Center	Can operations fully utilize capacity and be self-sustaining without university support? Are there alternative sources of funding available, for example grants? How can the center be more fully integrated into UTC student learning?
	Child Care Center	Can operations be self-sustaining without university financial support? How can the center be more fully integrated into UTC student learning?
	WUTC Operations	Is the WUTC operation sustainable without state appropriation and/or UTC funding? Should UTC retain WUTC or should outside partnership be considered?
	Continuing Education	What realistic opportunities exist for increasing revenue and/or decreasing costs?
	Student Development	Are resources and structure appropriately aligned to efficiently and effectively meet students' needs? What is net cost of Division of Student Development and Department of Intercollegiate Athletics? Are there opportunities for improvements in activities, functions, programs, and processes that would reduce expenses without compromising quality of services?
Academic Services	Graduate School	Are resources appropriate compared to peers to effectively support UTC graduate programs with marketing, student recruitment, enrollment, degree completion, and graduate student support?
	"One Stop Center" for student services	In July 2014 A Student Services Space Utilization Committee recommended consolidating the following student services: Financial Aid, Scholarships, Records & Bursar/Student Accounts to improve efficiency and effectiveness. Conduct a feasibility study of the recommendation, and if deemed feasible develop an action plan for implementation.
	Classroom & Lab Utilization Assessment	Update the classroom and lab utilization study to identify optimal use of classroom space in support of student retention and progression toward graduation. Could summer school classes be consolidated to specific buildings to reduce maintenance and utility costs?
	Benchmark On-Line Learning	Are resources appropriate compared to peers to effectively support common/best practices in online course development and delivery?
	Banner Student Information System	Consolidate Banner and Banner-related functions into one office that aligns with student learning.
Technology	Information Technology	Are resources and structure appropriate compared to peers to effectively support the campus?

Section 2

Strategic Focus	Process/Program	Focus of Assessment
Support and Infrastructure/ Operations	Disbursements Office	Are resources appropriate compared to peers? How is customer service measured and reported? How could operation be optimized using technology?
	Bursars Office	Are resources appropriate compared to peers? How is customer service measured and reported? How could operation be optimized using technology?
	Purchasing	Are resources appropriate compared to peers? How is customer service measured and reported? How could operation be optimized using technology? Has outsourcing certain functions been evaluated as to service and cost?
	Office of Records	Are resources appropriate compared to peers? How is customer service measured and reported? How could operation be optimized using technology?
	Facilities	Are resources appropriate to meet UTC's needs? How is customer service measured and reported? How could operation be optimized using technology?
	University Relations	Are resources appropriate compared to peers? How could operation be optimized using technology?
	Accounts Receivable	What comprises accounts receivable? How much is charged off (lost) annually due to being uncollectible? What policies govern the management of receivables?
	Tuition Discounts	How much does UTC discount tuition (excluding Federal reimbursement and endowed scholarships)? In other words, how much does it cost UTC to discount tuition each year? How do we compare to peers? What is the historical trend (.e.g 10 year history)?
	Capital Investment	How much does UTC contribute to capital investment or infrastructure (excluding bonds, donations, or other UT system funds) each year?
	Auxiliary Services	Which Auxiliary Services generate enough revenue to cover their expenses without supplemental funding from UTC? How much supplemental funding is needed annually (e.g., 10 year history) for individual units? Examples include: Dining; Residence; Bookstore; Printing; Concessions; Computer Sales and Services; Motor Pool; etc.
Human Resources	Explore the benefits and costs of creating an Onboarding Competency Development program for new university staff hires.	
Office of Equality & Diversity	Are resources and structure appropriate compared to peers to meet the needs of UTC??	
Health Services	Health Services was moved in-house and paid via a student fee in AY14; Is it more cost effective with better service? What operational and customer service measures are tracked and reported?	
Athletics	How are medical costs for athletes covered/paid for? When a player is injured, does Athletics file a claim with player's insurance company (if available)? Is this common/best-practice?	

Organizational Appraisal Committee
Proposals to Support Recommendations
January 30th, 2015

A Proposal to Modify F&A Recovery Distribution

Overview

UTC is at a critical stage in its development when it needs to build capacity to attract external resources that enhance the academic landscape for students, expand its research portfolio, and promote community outreach and engagement. The funding received from UTC's Facilities & Administrative (F&A) cost recoveries from sponsored programs could be a powerful tool in building that capacity. However, the F&A distribution formula has remained static for decades while the institution and external conditions have evolved significantly during that time.

Need & Purpose for the New Distribution

Over the previous six years, the status-quo F&A distribution methodology has resulted in the allocations documented in Figure 1 of the Appendix. At present, 50% of F&A recoveries are allocated to the general fund and 50% to Academic Affairs, with Academic Affairs' recoveries further subdivided among departments, colleges, and the Office of Partnerships & Sponsored Programs (OPSP). This fragmented distribution method does not reflect the most institutionally advantageous and strategic use of the recovered F&A dollars.

Across Academic Affairs units, F&A recoveries typically do not accumulate in sufficient quantity to enable robust efforts to build, support, and sustain sponsored programs activity.

- **Departments:** The current F&A distribution divides a significant portion of recoveries (40%) thinly across individual departments and units where, typically, the funding does not accumulate in amounts sufficient to build capacity or yield a significant return on investment to the institution. For example, of the 33 departments that received some F&A cost recoveries in any of the previous 6 fiscal years (FY09-FY14), the average distribution per department was just \$11,128 annually. Only six departments had recoveries that averaged \$20,000 or greater for the previous 6 fiscal years, and only ten departments accrued \$20,000 or more in any one or more of the previous 6 fiscal years (Nursing, Social Work¹, School of Education, CHEPS Dean's Office², CCCE, Engineering³, Biology & Environmental Science, Sociology/Anthropology/Geography [including the CASR], UTeach⁴, and SimCenter⁵). When these departments (most of which have unique circumstances, as described in the footnotes) are excluded, the average annual F&A recovery to the remaining departments was only \$1,870. (See Figure 2 in the Appendix for details).
- **Colleges:** Under the current allocation, the college deans only receive 5% of F&A recoveries within their colleges. On average, each dean receives approximately \$5,750 per year [ranging from \$11,500 (CHEPS) to \$12 (College of Business)]. (See Figure 3 for details.) Although the deans are in the best position to advocate for and motivate their faculty to pursue extramural funding, their F&A recoveries are not robust enough to support meaningful, long-term efforts to "seed" or sustain sponsored program activity via new faculty start-up funds, equipment maintenance or replacement, bridge funding, etc.
- **Principal Investigators / Project Directors:** The current distribution method does not include any guidelines for departments or deans to ensure that the faculty and staff serving as principal investigators / project directors (PIs/PDs) have access to F&A recoveries that their effort generates, resulting in disparities in how this is handled across campus. Depending upon which department they work in, PIs/PDs may have access to the majority, some, or none of the F&A recoveries that their efforts attract to the institution.
- **OPSP:** With the impending addition of a Vice Chancellor for Research, UTC is in a unique position to implement strategies that will increase proposal submissions, sponsored program awards, and F&A recoveries to the institution. However, it is imperative that the VCR have access to sufficient fiscal resources to invest in future growth.

The remaining 50% of F&A recoveries is allocated to the general fund to offset the costs of facilities and associated expenses (utilities, custodial, etc.). While this provides a generous amount (6 year average of \$484,018), it constrains the amount available in Academic Affairs to stimulate more sponsored program activity which would, ultimately, result in

¹ Based on a large service project that has since ended.

² The CHEPS Deans Office acts as the administering department for United Way funds (since discontinued) and the large GEAR UP program.

³ It is an idiosyncrasy in IRIS that all Engineering divisions are lumped into one department for accounting purposes.

⁴ Based on large awards to implement UTeach which have ended and are not expected to recur.

⁵ SimCenter has a unique distribution where the department receives the full non-institutional portion of the distribution. The Dean's office & OPSP are excluded.

additional funding and greater amounts of F&A recoveries available for the entire institution. Universities similar to UTC have chosen to allocate a smaller percentage of their F&A recoveries to the general fund. At UT-Martin, the general fund receives 25% of F&A recoveries, and at 16 of UTC's 17 peer institutions⁶, on average 34.5% is allocated to the general fund (or an equivalent unit). (See Figure 4 for additional details.) Please note that some of the peers have differential F&A distribution policies depending on the nature of the funding; in those instances, the higher rate was used for the purposes of this analysis. Allocations to the general fund (or equivalent) range from 0% for several of the peers to a high of 90% at UNC-Charlotte. Six of the peers have a rate of 50% or greater allocated to the general fund, and ten peers allocate 40% or less to the general fund.

Proposed F&A Distribution

This proposal recommends a revision to the F&A distribution methods as follows:

Award Type	Proposed F&A Distribution			
	Institution	College	Dept / Ctr	VCR / DPSP
General	40%	20%	20%	20%

The rationale for and benefits of this revised allocation are as follows:

- This change will simplify the distribution and bring us in line with peer institutions where, on average, 34.5% of recoveries are allocated to the general fund (or equivalent).
- An increase in the allocation to the dean of the originating college will be implemented in conjunction with clear guidelines which ensure departments and PIs/PDs receive an equitable portion of the F&A recoveries they generate.
- Deans will have access to greater resources to stimulate and support extramural funding for scholarly endeavors in their colleges, coupled with a commensurate increase in their level of accountability for sponsored program activity.
- Departments will continue to receive a portion of F&A recoveries to offset the burdens of administering implementation of sponsored program activities.
- Centers will receive a portion of F&A distributions to facilitate their progress towards becoming financially self-sustaining and building their capacity to pursue and secure external funding.
- The Vice Chancellor for Research will have access to a pool of resources to stimulate sponsored program activity and build capacity for attracting external funding across the institution.
- Most importantly, by concentrating F&A funding in organizational levels that are capable of making impactful and strategic investments, this revised methodology will result in a supportive infrastructure to build capacity for greater sponsored program success.

The chart below shows F&A distributions over the past 6 years and compares the current distribution method to the proposed distribution method for general proposals.

Current Distribution	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	6 Yr Average
Institution – 50%	\$513,523	\$534,761	\$484,816	\$481,973	\$441,954	\$447,079	\$484,018
Departments – 40%	\$375,252	\$395,314	\$372,130	\$375,656	\$339,838	\$345,150	\$367,223
Colleges – 5%	\$27,189	\$26,860	\$30,687	\$33,268	\$27,054	\$27,365	\$28,737
OPSP – 5%	\$27,189	\$29,145	\$35,105	\$37,548	\$30,990	\$31,916	\$31,982
Total – 100%	\$946,934	\$986,080	\$922,738	\$928,445	\$839,836	\$851,510	\$912,591
Proposed Distribution	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	6 Yr Average
Institution – 40%	\$378,774	\$394,432	\$369,095	\$371,378	\$335,934	\$340,604	\$365,036
Colleges – 20%	\$189,387	\$197,216	\$184,548	\$185,689	\$167,967	\$170,302	\$182,518
Department / Center – 20%	\$189,387	\$197,216	\$184,548	\$185,689	\$167,967	\$170,302	\$182,518
VCR / OPSP – 20%	\$189,387	\$197,216	\$184,548	\$185,689	\$167,967	\$170,302	\$182,518
Total – 100%	\$946,934	\$986,080	\$922,738	\$928,445	\$839,836	\$851,510	\$912,591

While this proposal changes the way F&As are distributed to the general fund and to units within colleges, these changes will support strategic reinvestments in building the capacity to successfully attract external funding. As awards to the institution (and thus F&A recoveries) increase over time, the entire institution will benefit. See Figure 5 for an overview.

⁶ A listing of peer institutions can be found here: <https://www.utc.edu/planning-evaluation-institutional-research/pdfs/factbook/peer-institutions.pdf>. Of the 17 institutions listed, 16 provided their F&A recovery distribution information. The University of Nebraska did not respond to the inquiry, so their information is not reflected.

APPENDIX

Figure 1: Six-Year F&A Distributions Based on Current Allocation Method

Allocation	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	6 Yr Average
Institution – 50%	\$513,523	\$534,761	\$484,816	\$481,973	\$441,954	\$447,079	\$484,018
Departments – 40%	\$375,252	\$395,314	\$372,130	\$375,656	\$339,838	\$345,150	\$367,223
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OPSP – 5%	\$27,189	\$29,145	\$35,105	\$37,548	\$30,990	\$31,916	\$31,982
Total – 100%	\$946,934	\$986,080	\$922,738	\$928,445	\$839,836	\$851,510	\$912,591

Figure 2: F&A Recoveries by Department

Departments	FY09	FY10	FY11	FY12	FY13	FY14	Average
Bio & Env Sci	\$ 26,750	\$ 32,823	\$ 34,781	\$ 18,026	\$ 11,567	\$ 21,068	\$ 24,169
Chemistry	\$ 3,311	\$ 2,074	\$ 10,145	\$ 10,271	\$ 111	\$ 10,368	\$ 6,047
English	\$ 1,874	\$ 1,191	\$ 245	\$ 2,039	\$ 3,565	\$ 2,113	\$ 1,838
Geosciences	\$ 949	\$ 1,275	\$ 1,078	\$ 1,132	\$ 114	\$ -	\$ 758
UTeach	\$ -	\$ -	\$ 34,964	\$ 42,437	\$ 24,603	\$ 8,461	\$ 18,411
Mathematics	\$ 5,130	\$ 3,566	\$ 2,490	\$ 1,738	\$ 1,188	\$ 2,050	\$ 2,694
Psychology	\$ 4,630	\$ 1,269	\$ 2,344	\$ 4,701	\$ 6,336	\$ 4,494	\$ 3,962
Sociology & CASR	\$ 31,392	\$ 7,197	\$ 1,401	\$ 878	\$ 480	\$ 188	\$ 6,923
Criminal Justice	\$ -	\$ -	\$ -	\$ 1,967	\$ -	\$ -	\$ 328
Political Science	\$ 469	\$ 469	\$ -	\$ -	\$ -	\$ -	\$ 156
Philosophy & Judaic Studies	\$ (1,773)	\$ 4,151	\$ 1,270	\$ -	\$ -	\$ 1,662	\$ 885
SCEA	\$ -	\$ 2,295	\$ 3,445	\$ 5,454	\$ 1,010	\$ 2,926	\$ 2,522
<i>Average to A&S</i>							
CHEPS Dean (UW & GEAR UP)	\$ 19,176	\$ 18,886	\$ 19,347	\$ 17,914	\$ 23,519	\$ 21,929	\$ 20,129
Sch of Ed	\$ 14,829	\$ 11,849	\$ 11,488	\$ 16,612	\$ 22,764	\$ 19,292	\$ 16,139
Challenger Ctr	\$ 1,598	\$ 346	\$ 839	\$ 471	\$ -	\$ -	\$ 542
HHP	\$ -	\$ 1,466	\$ 35	\$ 276	\$ 1,977	\$ -	\$ 626
Nursing	\$ 21,791	\$ 28,774	\$ 26,597	\$ 36,890	\$ 52,774	\$ 45,428	\$ 35,376
Social Wk	\$ 16,482	\$ 23,104	\$ 20,475	\$ 19,532	\$ 47	\$ -	\$ 13,273
PT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 252	\$ 42
CCCE	\$ 20,995	\$ 29,144	\$ 37,171	\$ 31,232	\$ 30,987	\$ 31,830	\$ 30,227
<i>Average to CHEPS</i>							
Engineering - all units	\$ 28,804	\$ 44,617	\$ 55,638	\$ 65,673	\$ 44,124	\$ 63,450	\$ 50,384
Computer Science	\$ 5,804	\$ 9,998	\$ 10,094	\$ 12,335	\$ 14,120	\$ 16,170	\$ 11,420
SimCenter	\$ 161,067	\$ 161,270	\$ 88,227	\$ 71,013	\$ 88,271	\$ 85,209	\$ 109,176
<i>Average to CECS</i>							
Veterans Entrepreneurship	\$ -	\$ -	\$ -	\$ -	\$ 543	\$ 49	\$ 99
Ofc Students w/ Disabilities	\$ 44	\$ -	\$ -	\$ -	\$ 167	\$ 46	\$ 43
Financial Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 333	\$ 56
Student Support Svcs	\$ 7,019	\$ 7,464	\$ 7,358	\$ 7,668	\$ 7,152	\$ 7,292	\$ 7,326
Upward Bound	\$ 4,761	\$ 1,781	\$ -	\$ -	\$ -	\$ -	\$ 1,090
Continuing Education	\$ 150	\$ 305	\$ 107	\$ 110	\$ 425	\$ 249	\$ 224
UTC Security	\$ -	\$ -	\$ 194	\$ 10	\$ -	\$ -	\$ 34
Safety & Risk Mgmt	\$ -	\$ -	\$ 2,397	\$ 7,277	\$ 3,994	\$ -	\$ 2,278
Grants & Research (OPSP)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 267	\$ 45
Academic Computing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24	\$ 4
TOTAL	\$ 375,252	\$ 395,314	\$ 372,130	\$ 375,656	\$ 339,838	\$ 345,150	
Average over 6 Years							
Average EXCLUDING SON, Soc Wk, SOE, CHEPS Dean, CCCE, Bio/ES, Soc/CASR, UTeach, Engineering, & SimCtr							
							\$ 11,128
							\$ 1,870

Figure 3: F&A Recoveries by College

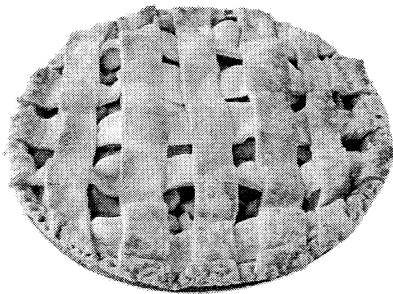
Colleges	FY09	FY10	FY11	FY12	FY13	FY14	Average
CAS	\$ 9,091	\$ 7,037	\$ 11,508	\$ 11,081	\$ 6,119	\$ 5,608	\$ 8,407
CHEPS	\$ 12,278	\$ 11,802	\$ 10,029	\$ 11,464	\$ 12,638	\$ 10,863	\$ 11,512
CECS	\$ 4,324	\$ 6,827	\$ 8,217	\$ 9,750	\$ 7,282	\$ 9,946	\$ 7,724
COB	\$ -	\$ -	\$ -	\$ -	\$ 68	\$ 6	\$ 12
Other	\$ 1,496	\$ 1,194	\$ 933	\$ 973	\$ 947	\$ 942	\$ 1,081
TOTAL	\$ 27,189	\$ 26,860	\$ 30,687	\$ 33,268	\$ 27,054	\$ 27,365	\$ 5,747

Figure 4: F&A Distribution Practices at Peer Institutions

Peer Institutions F&A Distribution Comparison Chart									
Institution	to the General Fund	College	Departments	PI/PO	Project/Res.	Other	Notes/Distribution of Other	Reference URL	
U. of TN at Chattanooga	50%	5%	40%	0%	5%	0%			
Appalachian State U (NC)	15%*	5%	15%			65%	*this 15% goes to VC Bus. Affairs; Other: VC Student Dev. - 15%; Institute - 20%; Provost - 15%; VC Dev. - 15%		
Auburn U. - Montgomery	60%	10%	10%	10%	5%	5%*	*Provost office		
College of Charleston	50%	40%	varies			10%	10% to Academic Affairs; departments get F&A's based on their College's policy		
Louisiana Tech U.	75%	25%*					*Currently distributions to the Colleges are on hold, but they hope to reinstate them soon.		
Missouri State U. - Springfield campus academic/administrative projects		25%	15%	10%	10%*	40%**	*5% to Sponsored Research & programs, 5% to Research Compliance; **35% to VP for Res. & Economic Dev., & 5% to Financial Svcs.		
Missouri State U. - Center Projects		70% (center)			10%*	20%**	*5% to Sponsored Research & programs, 5% to Research Compliance; **15% to VP for Res. & Economic Dev., & 5% to Financial Svcs.		
Missouri State U. - West plains Campus	56%***			7%	10%*	27%***	*5% to Sponsored Research & programs, 5% to Research Compliance; **15% to VP for Res. & Economic Dev., & 5% to Financial Svcs., 7% to West Plains Dev. Office, ***For the West Plains Campus, 56% goes to the Administration /	http://www.missouristate.edu/policy/Op4_02_3_IndirectCostDistribution.htm	
Murray State U. (KY)	17.5%	12.5%	15.0%	12.5%	20.0%	22.5%*	*VP	http://www.murraystate.edu/Library/SpSponsoredPrograms/NewIndirectCostFormulas_FINAL.stik.pdf	
Northern Kentucky U.	10%	45%			45%			http://egps.nku.edu/content/dam/egps/academic/policies/Facilities_and_Administrative_Expenses_Policy_8-21-12.pdf	
Tennessee Tech. U.	30%*	10%	20%	10%	30%**		*Includes portion for O. of Research **Faculty Research Fund	https://www.tntech.edu/research/policies/policiesresourceguide	
U. of Missouri - St. Louis: Non-Science	28.4%*		28.3%	15.0%	28.3%		*Different rate is applied for "science" (14.4%) vs. "non-science" (28.4%) projects. For purposes of this analysis, used the higher rate to calculate the average going to the General Fund /		
U. of Missouri - St. Louis: Science	14.4%**		14.3%	15.0%	14.3%	42%*	*New Faculty Startup Fund; **Different rate is applied for "science" (14.4%) vs. "non-science" (28.4%) projects. For purposes of this analysis, we used the higher of the two rates to calculate the average going to the General Fund /		
U. of Nebraska - Omaha (No reply)								Did not respond; no information available	
U. of N. Carolina - Charlotte	30%		10%						
U. of N. Carolina - Wilmington	30%*	15%				55%**	*VC for Business Affairs; **Provost & VC for Academic Affairs	http://uncw.edu/policies/documents/05-13&F&AAllocationPolicy.pdf	
U. of N. Florida (first distribution)				10%	ORSP operating expenses to be		F&A's are distributed first to PI's and to cover ORSP costs...	http://www.unf.edu/uploads/attachedFiles/academic/research/UNF%20F&A%20Procedure%20as%20of%20June%20&%202014.pdf	
UNF - Centers & Institutes projects		50%	30%		20%*		...the remainder is then distributed according to these two formulas *Research Development fund;		
UNF - All other projects		70%			25%*	5%**	**Library		
U. of West Florida		10%	10%	10%	70%*		*Sponsored Research Trust	http://uwf.edu/mods/university-of-west-florida/offices/research--sponsored-programs/f&a-indirect-costs/F&A_Return_Distribution.pdf	
Western Carolina U. (NC)	50%	10%	15%	10%		15%*	*Provost	http://wcu.edu/webFiles/PDFs/Research_Indirect_Distribution_Plan_5_April_2014.pdf	
Western Kentucky U.		40%			20%	40%*	*Office of Research for strategic research	http://wku.edu/policies/research/policy_2_8201.pdf	
Winthrop U.	40%	60%							

Average (Excluding UTC) 34.5%
 *In those instances where a peer institution utilizes differential F&A distributions depending on the circumstances, we used the highest percentage allotted to the General Fund (or equivalent) in this calculation.

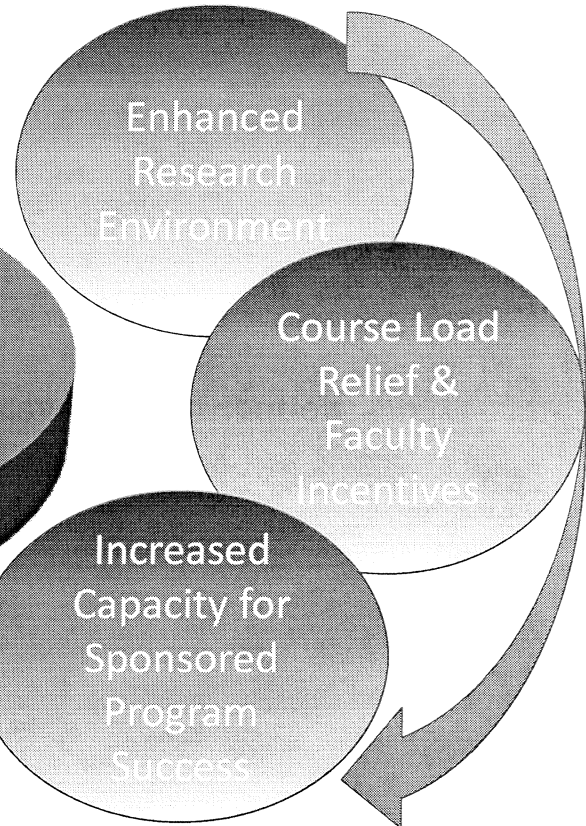
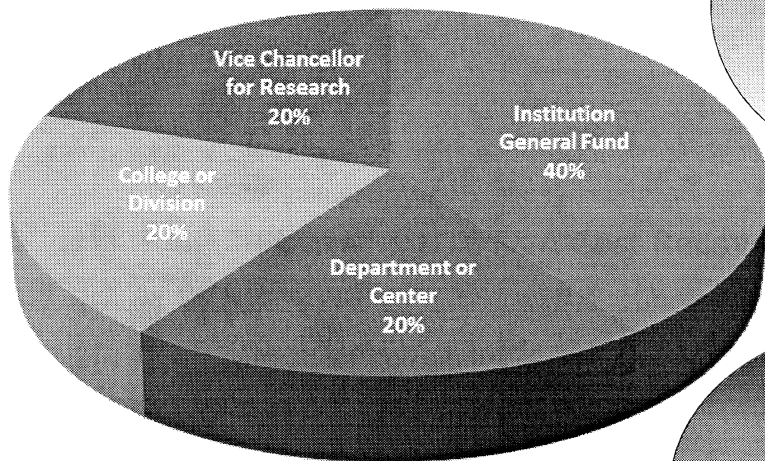
Figure 5: UTC F&A Cost Recoveries Distribution



Opportunity for Investments in Strategic Goals

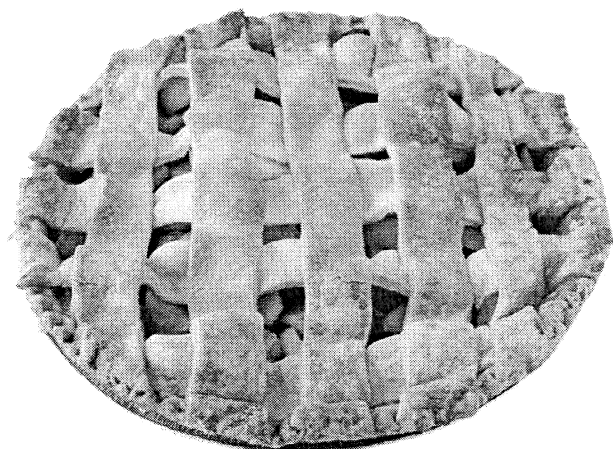
1. Facilities & Research Infrastructure
2. Academic & Instructional Excellence

**UTC F&A Recoveries
"The Pie"**



INCREASED...

- Proposal Development
- Capacity for Success
 - Awards
- F&A Recoveries (A Bigger Pie!)



More Pie for Everyone!

CAS Proposed Reorganization

This is a proposal to combine the seventeen departments currently in the College of Arts & Sciences into four focused Schools: a School of Fine Arts, a School of Social Science, a School of Natural Science and a School of Humanities. The goals of this reorganization are to reduce administrative complexity and redundancy; create robust schools with sufficient resources to attract majors; and to generate savings for cost reduction and reallocation.

In addition, it is recommended that the **Economics** department be relocated to the College Business. Based on current student credit hour production, this alignment will generate approximately **\$320,000** in additional differential tuition revenue that can be used to support its operation.

Proposed Changes	Savings	Notes
School of Fine Arts		Consolidates Art, Music, Theater & Speech and Communication
1 Dept. Head 12-Month		
3 Division Coordinators 9-mon. *	\$ 51,096	Transition from 12- to 9-month plus stipend
3 Admins	\$ 85,112	Reduction of 2, salary + benefits
Move Marching Band to Athletics	\$ 71,000	Recommend support from student fees
Total: School of Fine Arts \$ 207,207		
School of Social Science		Consolidates LAS, Sociology, Psychology, Crim. Just., Geography, Anthropology, Pol. Sci. & Social Work
1 Head		
4 Division Coordinator 9-month *	\$ 77,020	Transition from 12- to 9-month plus stipends
2 Admin	\$ 100,481	Reduction of 2.5 admins, salary + benefits
Total: School of Social Sci. \$ 177,500		
School of Natural Science		Consolidates Biology, Env. Sci., Chemistry, Math, Physics, Geology & Astronomy
1 Head		
2 Division Coordinator 9-month *	\$ 98,339	Transition from 12- to 9-month plus stipends
2 Admin	\$ 78,960	Reduction of 2 admins, salary + benefits
Total: School of Natural Sci. \$ 177,299		
School of Humanities		Consolidates History, English, MCLL, Phil/Rel., Humanities & Bachelor of Integrated Studies
1 Head		
3 Division Coordinator 9-month *	\$ 76,355	Transition from 12- to 9-month plus stipends
3 Admin	\$ 142,803	Reduction of 3.5 admins, salary + benefits
Total: School of Humanities \$ 219,158		
Total Savings		\$ 781,165

* Note that Division Coordinator stipends have NOT been deducted from savings

Proposal for Cadek Conservatory

This is a proposal to integrate the operations of the Cadek Conservatory with the UTC Music Department. Currently Cadek offers private music lessons to children in the community and has no operational connection with the Music department, despite the fact that Cadek and the Music department share the same building. Historically almost 50% of Cadek's enrollment has been for Kindermusik, music and child development classes for children birth to 6 years old, taught by private individuals who are certified Kindermusik instructors. These individuals use UTC facilities and equipment—free of charge—to be individually paid to instruct pre-elementary school children. However, the instructors who provide lessons are treated as part-time UTC employees. This requires UTC to incur fringe benefit costs of approximately 21% of the instructional cost. This cost is not covered by the lesson tuition, requiring UTC to subsidize the program by an average of \$38,000 per year. In addition, none of the facility costs are covered by any program revenues.

As an immediate step to eliminate the subsidy of Cadek, the current full-time Accounting Specialist position should be changed to a part-time Administrative Assistant position. Since UTC's Continuing Education department now manages all of the tuition payments and collections, this position is no longer necessary. (The current incumbent could be redeployed to a vacant position in the College of Arts & Sciences.) This should save approximately \$30,000 per year.

To integrate the operations of the Cadek Conservatory with the UTC Music Department, the following is recommended:

- All studio professors not carrying a full student-credit-hour load should teach in Cadek, supplemented by adjuncts as necessary.
- Redevelop Cadek as an education lab for UTC students by developing more offerings and allowing UTC students to teach them, i.e., basic composition and theory.
- Use marketing through Continuing Education to channel public interest in music classes and activities to Cadek, so that faculty and students can teach short courses or topical classes of broad interest. This could include instruments and musical styles not usually offered by the Music Department.
- Affiliate the Cadek Community Orchestra (CCO) with the Conservatory with registration happening through UTC Continuing Education. The CCO can assist in the development of student conductors by providing podium time to hone conducting and rehearsal skills. Students in the String Project and adults performing in the CCO should perform a joint concert annually.
- Build relationships with existing local ensembles, such as the Chattanooga Youth Orchestra and the Chattanooga Boys/Girls Choirs, to lead students to UTC.
- Develop a Folk Music program for majors and Cadek students to attract talented local high school students to feed into UTC.
- Introduce youth ensembles through Cadek taught by professors (community outreach).

Integrating the operations of the Cadek Conservatory with the UTC Music Department should reduce the program costs, increase the program revenues, and connect the students to the UTC campus and community as a possible student recruiting tool.

Proposed Revision of STEM Education Program

Approximately six years ago UTC applied for and was approved to develop the UTeaChattanooga program. UTeaChattanooga was a replication (one of twenty-one nationwide) of the successful UTeach program at the University of Texas, whose goal is to increase the number of highly qualified science, technology, engineering, and mathematics (STEM) teachers. After three years of operation the UTeaChattanooga program proved to be cost-prohibitive based on the program funding requirements (including the requirement to pay the University of Texas \$100,000 per year for the model) and the number of students enrolled.

To provide more flexibility in customizing the program to fit the needs of UTC students, a decision was made two years ago to create the STEM Education program and no longer be a UTeach model. At present the STEM Education program resides in the College of Arts & Sciences and is directed by a faculty member in the Chemistry department. Special courses are developed and delivered in collaboration with the School of Education to a limited number of STEM Ed majors.

One of the limitations to how the STEM Education program has evolved is a limited connection to UTC's School of Education. To enhance the STEM Education undergraduate program a true collaborative effort is needed to have courses co-taught by faculty members from the College of Arts & Sciences and the College of Computer Science & Engineering along with faculty members from the School of Education to ensure graduates receive the STEM content knowledge and pedagogical skills to be effective and efficient STEM educators AND qualify for the appropriate teaching licensure.

To ensure the success of graduates from the STEM Education program as licensed and qualified teachers, it is proposed that the STEM Education program move to the School of Education under the direction of Dr. Jennifer Ellis.

- All content classes are already offered by the College of Arts & Science and would not require the creation of additional courses or additional faculty or other personnel.
- All required courses for secondary education majors to become licensed are already offered in the School of Education (SOE).
- Four faculty members in SOE have STEM experience and certification. Additional faculty members in SOE have broad field certification and experience in STEM areas.
- Dr. Ellis is already the STEM liaison from SOE and has a Bachelor of Science in Chemical Engineering, a Master of Science in Information Technology and a PhD in Curriculum & Instruction and Science Education. Her role as the STEM liaison is included in her present responsibilities.

The ability to provide this route to STEM licensure already exists as a minor in education is available to all Arts and Sciences majors. Managing the STEM Education program in the School of Education would not require any additional support personnel or programming which would save UTC approximately \$200,000 per year while continuing to appropriately serve STEM Education majors.

JOB SHARING / FLEX YEAR

Purpose

JOB SHARING: A work schedule arrangement in which two employees share the responsibilities of one full-time position. Consideration of Job Sharing should determine if both the business needs of the work unit and scheduling needs of the employee will be satisfied with such an arrangement. HR0480 – Work Schedules (http://policy.tennessee.edu/hr_policy/hr0480/)

FLEX YEAR: A work schedule arrangement in which one employee holds a position on campus that requires more than 9 months but less than 12 months of working time. The purpose is to provide staff with flexible work schedules which are adapted to the cyclical workload of the academic needs and schedule of the university.

HR0480 – Work Schedules (http://policy.tennessee.edu/hr_policy/hr0480/)

HR0126 – Flex Year Positions (http://policy.tennessee.edu/hr_policy/hr0126/)

Impact on Student Learning

Both **JOB SHARING** and **FLEX YEAR** arrangements may allow for departments to meet the business needs of the university while potentially saving personnel costs associated with use of Regular part-time or Temporary employees. Such cost savings may be reallocated to other initiatives to better meet the student learning outcomes of the university.

Costs

JOB SHARING: Successful implementation of a Job Sharing arrangement means that two individuals must be able to carry out the position responsibilities as efficiently as one person. This requires a great amount of communication and collaboration between the two employees and may include more effort on behalf of the immediate supervisor to closely monitor the work and collaboration of the two employees to ensure efficiency and identify opportunities for improvement. In addition, maintaining two Temporary employees long-term may be difficult to achieve because of the general preference for benefit offerings associated with Regular employment.

FLEX YEAR: Administrative oversight of Flex Year arrangements within the university department may be increased in comparison to general management of non-Flex Year arrangements.

Benefits

JOB SHARING: The benefit of utilizing Job Sharing for a full-time position could be to allow two Temporary employees at 50% effort to share one position, removing the cost of benefits that would normally be associated with a full-time (100%) or part-time (75% or less) Regular position. Benefits typically account for 41% of budgeted funds (e.g. Administrative Support with \$23,000 annual salary would be a total budget of \$32,430 with 41% benefits). Two Temporary positions at 50% effort that worked an average of less than 30hrs per week during a 12-month period would adhere to the Affordable Care Act (ACA) guidelines for Temporary staff and eliminate eligibility for benefits and save university funds.

An alternative to two Temporary employees would be two Regular 50% employees sharing one full-time position. The university would still experience cost savings because of the reduced benefits associated with a 50% effort employee (no annual/sick leave accrual for less than 75% effort, etc.), but the department funding would still have to cover other benefits, such as retirement matching costs, death benefits, etc.

The benefit of JOB SHARING for university employees would be a reduced work schedule, which may be of value to many individuals wishing to devote more time to other professional pursuits, childcare, personal interests, etc.

FLEX YEAR: The benefit of Flex Year arrangements to the university would be best in the instance of a part-time Flex Year position to reduce down-time during non-peak workloads that are typically experienced by full-time Regular employees not on Flex year appointment. A Regular 50-less than 75% effort Flex Year employee would work 20-less than 30 hours per week for greater than 9 but less than 12 months of the year. In addition to cost-savings associated with down-time of non-peak workloads being filled by full-time personnel, 50-less than 75% employees would not be eligible for full-time or pro-rated benefits such as annual leave, sick leave, etc. and this would also a cost benefit to the department and university.

The benefit of FLEX YEAR for university employees is similar to that of JOB SHARING, in which it would allow for a reduced work schedule for more personal time to devote to other interests.

Structure Currently

JOB SHARING: Only one instance of Job Sharing has occurred at UTC in the past. A full-time Administrative Support position was shared by two employees within an academic unit on campus. Because of the rare use of Job Sharing, there is no current structure in place.

FLEX YEAR: Flex Year arrangements can be requested by campus departments if the need is agreed upon by the campus leader and next level of administration. Human Resources is responsible for Flex Year calculations and assisting departments with establishing the appropriate Flex Year schedule and oversight guidelines.

Proposed Structure

JOB SHARING: Job Sharing arrangements should be considered on a case-by-case basis with consultation from Human Resources.

FLEX YEAR: Flex Year arrangements should be considered on a case-by-case basis with consultation from Human Resources.

***Alternative work-schedule arrangements, such as one employee filling two part-time positions within or across university departments, need to be approached with extreme care with consultation from Human Resources to ensure full compliance with Affordable Care Act (ACA) guidelines and UT System Payroll guidelines.**

Members of the Organizational Appraisal Committee

<u>Committee Member</u>	<u>Title</u>	<u>Department</u>
Ahmed, Raga	Asst. Professor	Engineering, Electrical
Benkert, Stuart	Dept. Head	Economics; Director, CCTA
Darger, Lisa	Sustainability Coord.	Facilities
Davidson, Susan	President	Faculty Senate
Dooley, Robert	Dean	College of Business
Hill, Linda	Asst. Professor	Nursing
Hodges, Valerah	Purchasing Coord.	Purchasing
Hollingsworth, Danny	Dept. Head	Accounting
Hyde, Deborah	Director, Busi. Op.	Academic Affairs
Jones, Frank	Professor	Engineering, Chemical
Liguori, Gary	Dept. Head	Health & Human Performance
Martin, Tonia	Chair	Exempt Staff Council
Rausch, David	Associate Provost	Student Learning Outcomes, Assessment & Accreditation
Santiago, Manuel	Associate Dept. Head	College of Arts & Sciences
Thurmond, Roberta	Asst. to Assoc. Vice Chan.	Information Technology
Wann, Christi	Associate Professor	Finance