OFFICE OF THE PROVOST

AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

CAMPUS BUDGET ADVISORY TASK FORCE (CBATF)

FINAL REPORT

24 June 2016

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ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Report of the Campus Budget Advisory Task Force (CBATF)

I. Committee Charge

The Campus Budget Advisory Task Force (CBATF) was appointed and charged by Provost Ilesanmi Adesida in late June 2015 to act as an advisory body to the Chancellor and Provost, as they work with the Council of Deans and through shared governance with the Senate, on budgeting and resource allocation matters for the campus. In November 2015, Interim Provost Edward Feser asked the CBATF to focus its attention on fundamental questions surrounding the campus's current budget allocation model, the implications of continued declines in General Revenue Funds (GRF) allocated by the State of Illinois, and the size of the campus's administrative functions. In spring, Interim Provost Feser, informed by consultations with the Council of Deans and the CBATF's mid-year report, notified the task force that the campus would be undertaking a project to revise the budget model and budgeting system. He asked the CBATF to offer guidance on that project.

The work of the CBATF is also intended to inform the review of existing budget processes and the structure of standing campus budget committees. Ultimately, CBATF seeks to inform the campus's goal—as articulated in the task force charge—that the University of Illinois at Urbana-Champaign has an approach to ongoing budget review and guidance that is effective, efficient, and consistent with shared governance principles.

This document constitutes the task force's final report. Members of CBATF were asked to serve for one academic year.

II. Committee Membership

Matthew Ando, Professor, Mathematics, *Chair*
Fouad Abd El Khalick, Professor, Curriculum and Instruction
Andrew Alleyne, Professor, Mechanical Science and Engineering
Anne Barger, Clinical Professor, Pathobiology & Veterinary Diagnostic Laboratory
Clare Crowston, Professor, History
Mitchell Dickey, President, Illinois Student Senate 2014-2016
Paul Ellinger, Professor, Agricultural and Consumer Economics
John Lockmiller, Executive Assistant Dean, Agricultural, Consumer and Environmental Sciences
Melanie Loots, Executive Associate Vice Chancellor for Research
Nolan Miller, Professor, Finance
Silvina Montrul, Professor, Spanish and Portuguese
Valleri Robinson, Associate Professor, Theatre
Kim Shinew, Professor, Recreation, Sport and Tourism
Linda C. Smith, Professor, Library and Information Science
Mike Yao, Associate Professor, Advertising and Journalism*
Vicky Gress, Associate Provost for Budgets and Resource Planning, *ex officio*
Staci Provezis, *Provost's Office Staff*
*indicates a committee member that began in December 2015

III. Introduction/Executive Summary

Driven by rapid change in revenue streams for higher education as a whole, and Illinois in particular, the CBATF was asked to examine current budgets and budget practices on campus with the goal of identifying approaches, tools, and structures that could enhance the efficiency of university operations. Based on our study, this Task Force recommends that the campus develop and implement a new budget model that will enable it to respond intentionally and strategically to declining state support and to other trends in higher education.

The campus needs a model and system for budgeting that enable the campus and units at all levels to set and achieve short- and long-term goals in a transparent and accountable manner. The incentives embodied in the budget model should be easily understood and should support the campus's core values and strategic vision. The procedures for setting and evaluating strategic and discretionary allocations should be transparent and accountable to stakeholders and to the university's tradition of shared governance. The accounting infrastructure should provide decision-makers and other stakeholders with the information they need to implement the model and accompanying practices. As expressed in *Provost's Communication #1*,[1] the aspirations of the current model are consistent with these principles.

However, after considerable consultation, investigation, and deliberation, CBATF concludes that the model currently in use has a number of shortcomings, and it should be replaced. The current model does not allow the campus to engage in the long-term planning that the current, and future, financial environment requires. It does not enable the campus to anticipate and prepare for long-term trends. Many incentives underlying the current model are not clear, and others may not align with institutional values. In a time of declining resources being provided from the State of Illinois, the campus urgently needs a process for making discretionary decisions in a way that allows for accountability and transparency. The lack of transparency in the current system has generated some mistrust. The current model and some of the problems with it are discussed in more detail in sections VI and VII of this report.

Developing a new budget model is a substantial undertaking, and it was not the charge of this task force to propose a specific new model. Instead, in section VIII, we review some of the budget models currently in use, and in section IX, we recommend principles that should guide the development of a new model. Specifically, the campus's budget model should:

Align with the campus's strategic goals, and enable the campus and its units to set and achieve those goals. The budget model should enable the campus and its units to make long-term plans and to seize short-run opportunities. The campus needs to be able to invest in activities and programs that are of value to the campus and support the institutional mission, including, but not limited to, activities that do not generate enough revenue to be financially self-sufficient. The model should recognize and quantify the limited funds available for discretionary

[1] Provost's Communication # 1: Budgetary Principles and Practice can be found by following this link: http://www.provost.illinois.edu/communication/01/index.html

investments and ensure that the mechanisms for allocating them are consistent with other guiding principles.

Enable units to set and achieve goals and to plan and to act strategically. In addition to facilitating long-term planning at the campus level, the budget model should enable units to make long-term plans and to seize short-run opportunities. Units at all levels, including both academic and non-academic units, should be able to understand what their budget is, how it is generated, and where it is headed. They should be able to foresee the financial consequences of their choices and actions.

Be transparent. Transparency has several important aspects. The budget model should have transparent, understandable incentives. The resources available, how they are allocated, and the process leading to their allocation—whether automatic or discretionary—should be clearly stated and easily understood. It is essential to have a budgeting system that enables all decision-makers to understand and communicate the details of their units' revenues, costs, spending, and overall budget.

Be vertically consistent. The principles of budgeting at all levels should be consistent with those applied at the campus level. While the autonomy of units in deciding how to distribute resources internally deserves respect, some consistency across levels is essential in order for the model to be transparent and understandable and for the incentives of the model to operate at the departmental level.

Promote good financial stewardship and revenue generation that is consistent with institutional values. Good financial stewardship, including identifying ways to save money and generate new revenue, has the potential to benefit the whole enterprise.

Ensure that decision-makers are accountable for their decisions. Those who make decisions about strategic resource allocations and those receiving such allocations should be accountable for their stewardship. In general, decision-makers and the budgeting process need to be accountable to the values of the institution and to the university's tradition of shared governance. Accountability depends on transparency: the budgeting system must provide the appropriate information to stakeholders.

Allow decisions to be made at the appropriate level. The management structure and the budget model need to be consistent. Once incentives are aligned with the campus's strategic priorities and the need for financial stewardship and accountability, units should have the ability to deploy the resources available to them. At the same time, it is important to recognize the impossibility of designing a perfect set of incentives, and it will be important to provide ways to ensure that decisions align with the values and goals of the institution.

Have the committed backing of the campus over an appropriate implementation horizon. The new model will likely be a substantial change from the current one, and it will need to be implemented over time. This will necessitate not only careful choice of the implementation timeline, but also commitment to follow through on the process. Partially implemented change can be worse than the starting point. Changes to budgeting are not new on this campus: substantial changes were initiated several times in the last 20 years, and incomplete implementation, partially due to change in leadership, undermined many of those efforts.

Our advocacy for principles rather than a particular model arises out of our examination of multiple institutions that have performed a transition to a new model. In particular, any transition requires significant and in-depth analysis followed by extensive stakeholder engagement. This often spans multiple years. Section X analyzes some of the potential pitfalls we have uncovered that could halt the transition to a new model. In Section XI, we provide more details on next steps and recommend a timeline for the development, adoption, and implementation of a new budget model.

IV. Brief Survey of the Current Budget

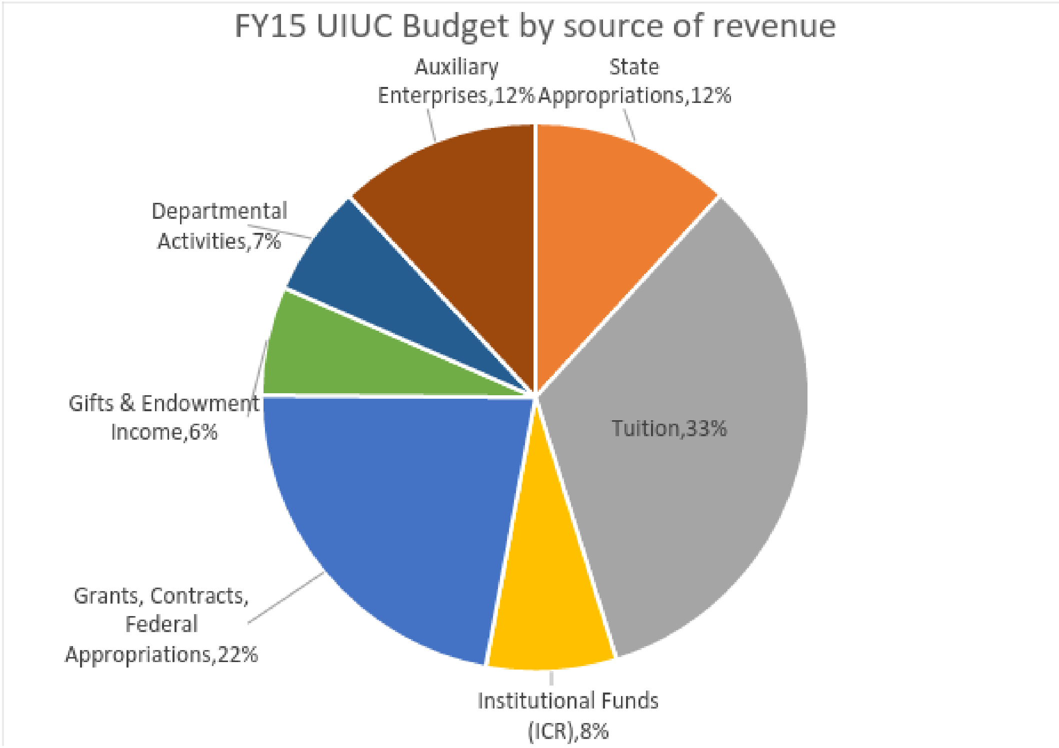
A. Overview and Recent Trends[2]

The UIUC budgeted revenue in FY15 was $2 billion, divided into the following categories:

Figure 1[3]: UIUC FY15 Budget Revenue

FY 15 Budget Revenue ($ millions)	
State Appropriations	241
Tuition	682
Institutional Funds (ICR)	157
Grants, Contracts, Federal Appropriations	453
Gifts & Endowment Income	131
Departmental Activities	134
Auxiliary Enterprises	243
Total	2,041

[2] In his recent presentations to the campus on the budget, Interim Provost Feser gave a review of the UIUC budget which touches on these issues among others; we refer the reader to http://www.provost.illinois.edu/budget.html.
[3] FY15 Budget Summary for Operations, p 9. https://www.obfs.uillinois.edu/about-obfs/budget-summary-operations/.



Of this $2 billion, the unrestricted funds are State Appropriations (sometimes called "General Revenue Funds" or GRF), Tuition, and Institutional Funds/ICR. The campus has recently developed a policy governing the distribution of ICR[4]; the discussion here will focus on general revenue funds and tuition, which together are called "state funds." State funds, which totaled $924 million in FY15, pay the salaries of 7,300 of the campus's 14,100 employees, and wages and salaries consume 70 percent of our state funds.

Over time there has been a large relative proportional shift in contributions from state appropriations to tuition. Adjusted for inflation, state appropriations to our state funds have declined from a peak of $400 million in FY2002 to $241 million in FY15 in constant 2015 dollars. During that time, total state funds including tuition increased, in constant dollars, from $654 million to $924 million.

Figure 2: State Appropriations & Tuition

[4] Provost's Communication # 1: Budgetary Principles and Practice, Attachment D, http://provost.illinois.edu/Communication/01/Communication_1_Attachment_D_ICR_Distribution_Model.pdf

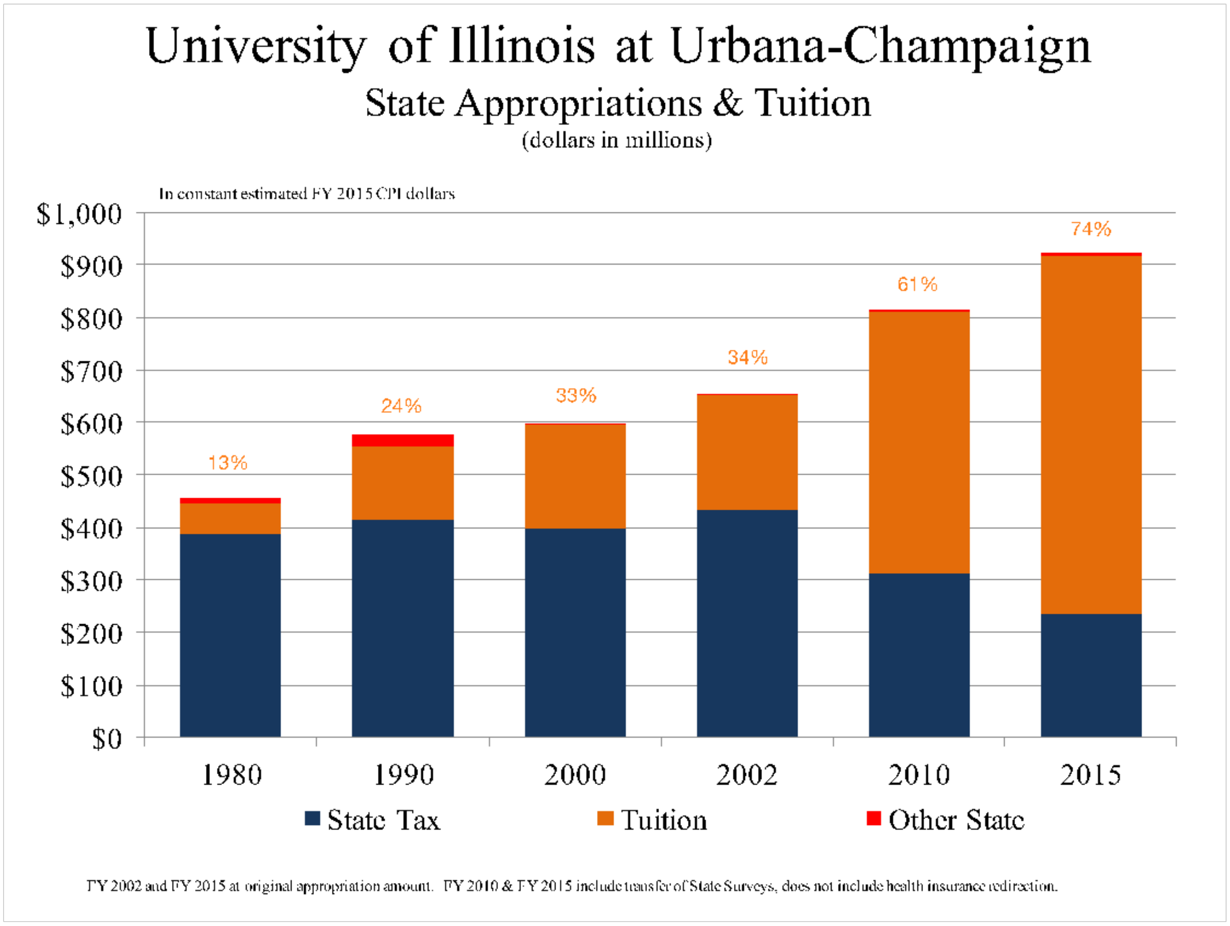


Figure 2 presents a dramatic change in the funding of the institution; while the university has continued to grow, it has undergone a substantial transfusion, with tuition replacing state appropriations as the bulk of unrestricted funds. Tuition has grown as a share of state funds from just 13 percent in FY1980 to 74 percent in FY2015.

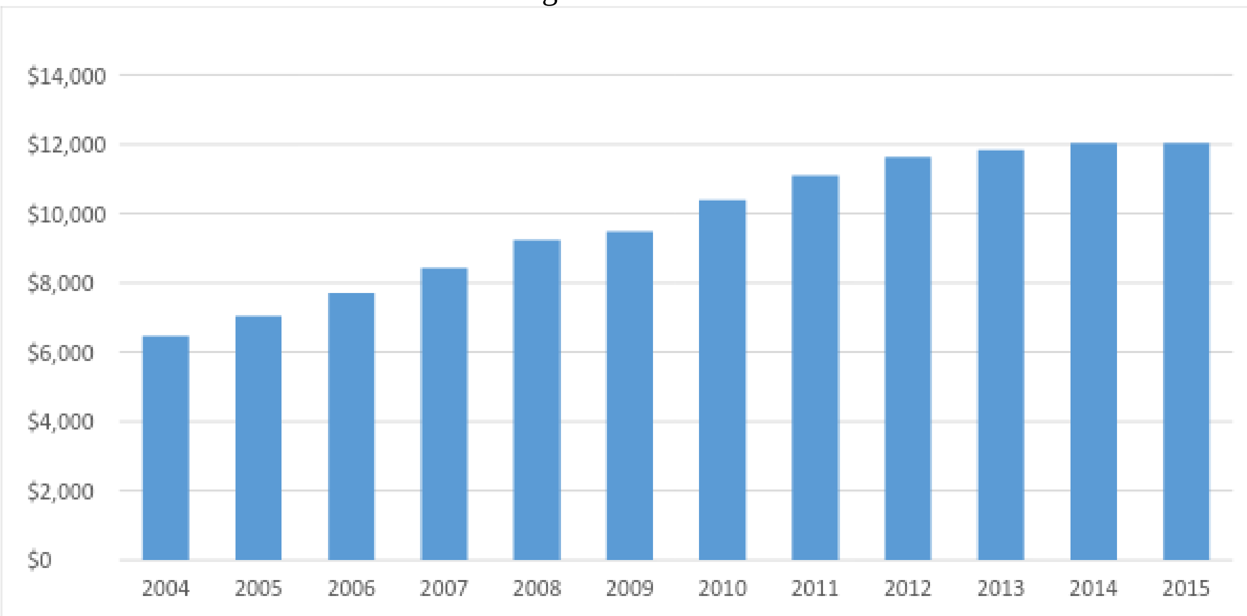
The amounts discussed above and shown in Figure 2 do not include state contributions to pensions and benefits, often called "Payments on Behalf." These payments have grown over time and exert considerable pressure on overall state funding of the university. Interim Provost Feser's Spring 2016 budget presentations shows the evolution of state funding, including Payments on Behalf; see http://www.provost.illinois.edu/budget.html.

In his charge to this task force, Interim Provost Feser writes "we must evolve in response to the sustained and significant cuts to state funding and to the changes occurring in higher education as a whole." Figure 2 conveys a sense of how our state funding has changed. One indication of the consequent need to evolve is the resulting need to invest in financial aid.

B. Financial Aid

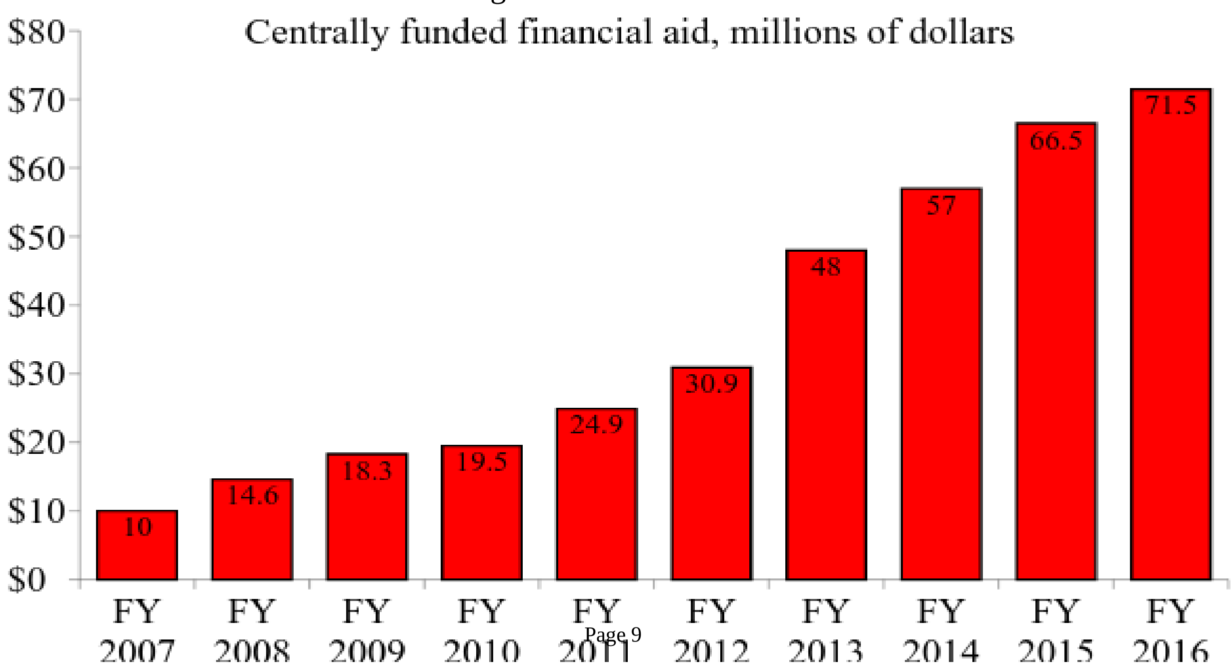
The change in the composition of state funds has led to an increase in the cost of attending the University of Illinois at Urbana-Champaign. For example, base tuition for newly enrolling students has almost doubled since 2004.

Figure 3: Tuition



To partially ameliorate the substantial rise in cost of attendance, the campus has substantially increased the use of state funds for centrally-funded financial aid.

Figure 4: Financial Aid



C. THE NEED FOR A NEW BUDGET MODEL

The changes to the university's budget described above illustrate the serious challenges currently facing the university and in particular its budgeting practices. In the next section, we review some of the history which led to the campus's current approach to budgeting. Then we discuss that approach and summarize some of the problems with it. We find that the current approach is not adequate for the challenges we face today.

V. Recent History of Budgeting at Illinois

Since the late 1990s, several changes have been made to the campus's budget model. Many of the details have been lost to history, but some are preserved in the report "A New Budget Model: the Illinois Resource Allocation Program," which provides some historical context to the current effort to change the budget model.

According to the report, beginning in FY 1999, the Urbana campus adopted a budget model based on Responsibility Centered Management (RCM) principles. The change was implemented on a "hold harmless" basis, where unit funding in FY 1999 would be the same as it would have been under the previous model, with lump sum transfers being used to reconcile the old and new systems. Under this system, undergraduate tuition was allocated based on the college's share of majors (50 percent) and share of instructional units (50 percent); differential, graduate, professional and self-supporting tuition was assigned to the college offering the program; and, overhead costs were assigned to colleges based on use.

Although many aspects of the 1999 model were seen as improvements over the past, there was some dissatisfaction. These included the lack of transparency/predictability in the assignment of overhead costs, complex and sometimes perverse incentives generated by allocating undergraduate revenue based on the *share* of enrollments and IUs, rather than the *levels* of these items. The method of distributing GRF was also seen as complex. According to the report, "Not only was this allocation unpredictable, but there was no sense that it effectively incentivized [sic] any particular behavior." Based on these observations, a 2003 committee recommended that the budget model be changed to eliminate the formulas used to allocate overhead and GRF.

Following its peak in FY 2002, the state GRF allocation to the campus began to decline, which led the campus to increase tuition to offset the loss and fund rapidly rising common costs (e.g., for utilities, facilities maintenance and repair, salaries, financial aid, etc.). The central campus retained funds for these needs by reducing the proportion of undergraduate tuition that was distributed to the colleges. As stated in the report:

> *To insure that funds were available for these common costs, the amount of money allocated for distribution based on undergraduate majors and IUs was held constant over the past five fiscal years. Units received a separate income stream for salary increases*

and other centrally-funded costs. However, the dollars per major and IU were no longer significantly responsive to changing enrollment patterns.

The approximately $60 per IU had become a meaninglessly low number. Some units have questioned whether it was in their economic interest to continue offering general studies classes. A unit's focus often became more directed towards majors to the exclusion of others.

The most recent review of the budget system before the current one was initiated by Provost Linda Katehi in FY 2007. Working groups studied various aspects of the budgeting system, including the allocation of tuition and GRF, the allocation of ICR, and principles to guide the reallocation of funds across units. Among the initial recommendations to come out of this process were a change in the fixed dollar amount per IU from $64 per IU to $110 per lower division IU and $170 per upper division IU, a restatement of the importance of basing undergraduate tuition distribution on a fixed-dollar basis rather than on shares of a fixed total amount of funding, and moving to using a one-year lookback period as the basis for IUs rather than a two-year average. At the same time, certain special units housed within colleges but not "a central component of the college's instructional mission" were carved out of the budget process. Examples include WILL in the College of Media and the Krannert Art Museum in the College of Fine and Applied Arts.

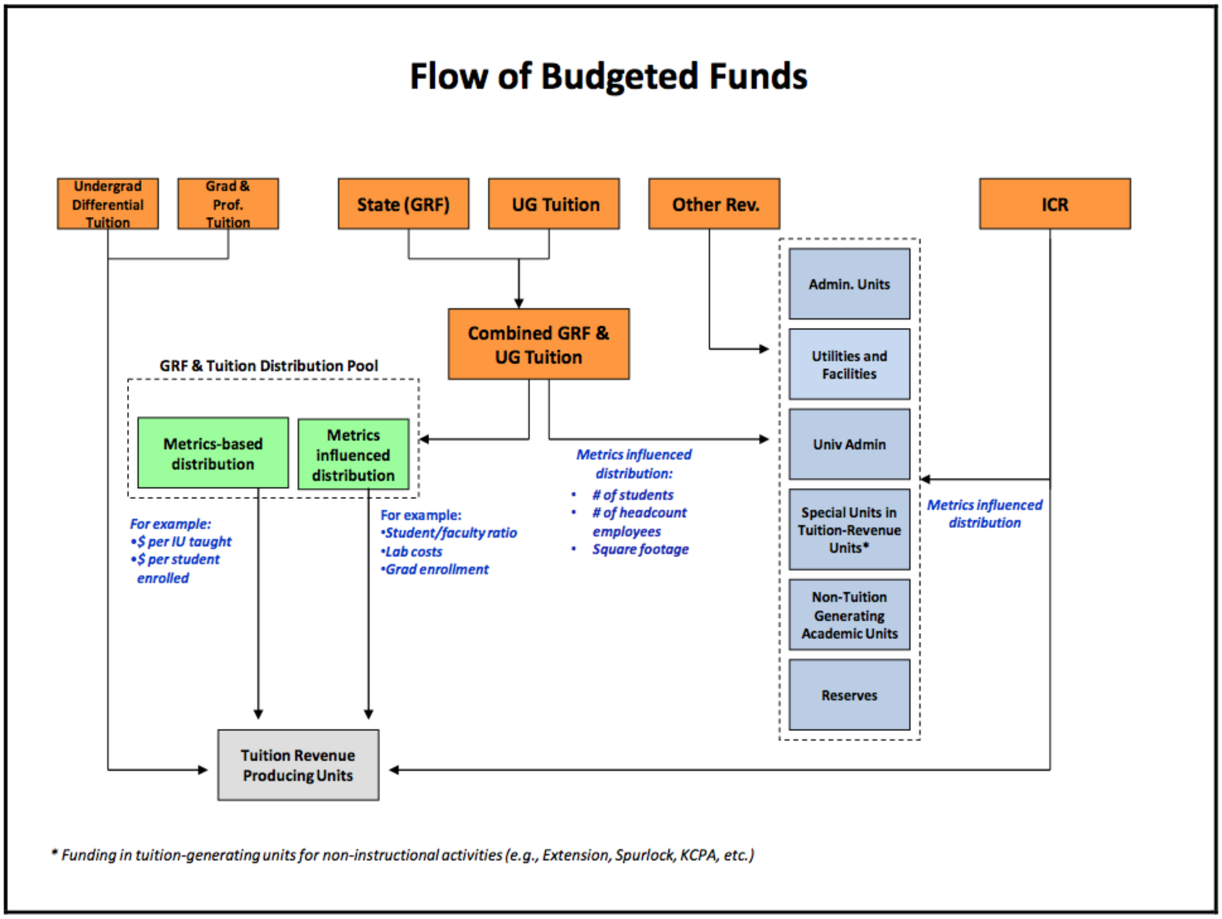
Two reports[5] which followed the 2007 review detail changes in the budgeting principles for the campus and specific recommendations that became the basis for the current budgeting system, as described in *Provost's Communication #1: Budgetary Principles and Practices*, some details, strengths and weaknesses of which are described below.

VI. Current Budget Model and Practices

Provost's Communication #1 provides public information about the campus's method for allocating tuition and GRF (among other sources of funds) to "college-level" units. The following chart from that communication breaks out funds by source and provides a useful starting point for our discussion.

5 UIUC Provost's Office. *A New Budget Model: the Illinois Resource Allocation Program*, https://provost.illinois.edu/committees/Budgeting_at_Illinois.pdf and UIUC Provost's Office. (2006-2007). *Principles of Re-Allocation*, http://provost.illinois.edu/committees/reports/Re-allocation.pdf

Figure 5: Flow of Budgeted Funds



The campus's budgeting practice is "incremental", in the sense that college-level units typically have a base budget, and the allocation rules principally describe the difference ("increment"), possibly negative, added to the previous year's budget to obtain the budget for the current year.

A. ALLOCATIONS TO TUITION REVENUE PRODUCING UNITS

Three channels contribute to the incremental allocation of state funds to college-level units involved in instruction:

1. The enrollment-based "Tuition Distribution Model" (pages 9-10 of Communication #1)
2. Salary and hiring programs
3. Judgment-based distributions

We begin by describing various aspects of the Tuition Distribution Model, and then discuss the allocation process overall.

1. Differential, graduate, and professional tuition

It is relatively easy to describe how graduate/professional tuition, undergraduate differential, and summer tuition are distributed to their home colleges. In each case, the campus retains a fraction centrally, and the rest is distributed to the college of enrollment.

- 15 percent of net undergraduate differential tuition is retained centrally for financial aid. The remainder is distributed to the college of enrollment.
- 10 percent of net graduate fall/spring tuition is retained centrally. The remainder is distributed to the college of enrollment.
- 5 percent of net professional tuition and tuition for self-supporting programs is retained centrally. The remainder is distributed to the college of enrollment.
- 5 percent of net summer tuition (graduate or undergraduate base) is retained centrally; the rest is distributed to the college of enrollment.

Campus computes the change in each category from one year to the next, and allocates that change to the budget of the relevant unit.

2. Undergraduate base tuition

In FY 2011, the campus initiated a new method of allocating incremental undergraduate base tuition to academic colleges. The allocations made that year approximated those in the recent past, so that units would be "held harmless" at the instant of the change to the new allocation method. In subsequent years, a college-level unit's budget was incremented (or decremented) by an amount per *change* in the number of undergraduate credit hours (IUs) taught and per change in the number of enrolled undergraduate majors. The amounts per change in IU and major are given in the following table.

Figure 6: Amount per Change in IU and Major

	FY12	FY13	FY14	FY15
IU	$85	$95	$110	$110
Undergraduate Major	$2,500	$2,500	$2,500	$2,500

B. Allocations to other units

Communication #1, in sections II L-N, discusses budgeting for units and activities which are not home to degree programs and so do not directly generate tuition revenue. Section L deals with units within colleges which provide service to the campus or the state; section M with academic units which do not generate tuition; and section N with service units (such as the VCR, VCIA, Chancellor’s office, and Provost’s office). Particular attention is paid to the relationship between the allocation of tuition and activities which support students.

C. Salary program

In addition to allocations to units by the methods described above, the campus increments the budgets of units via the increases in salary, awards, and hiring programs.

D. Judgement-based distributions and assessment

Communication #1, sections II J-K describe a process for discretionary allocations to academic colleges. In addition, Communication #1, section II P, includes provisions for assessments of units based on their recurring budget. In contrast to the tuition distribution model, the Communication provides few specifics on how this is done.

E. Comments

1. Undergraduate Base Tuition

The per IU and per major formulae for distributing incremental undergraduate base tuition are not directly tied to the aggregate amount of tuition received and are not indexed to tuition rates. Communication #1 does not specify how increased base undergraduate tuition (e.g., due to increased tuition rates, increased enrollment, or increased non-resident or international enrollment) are allocated.

2. Graduate, Professional, and Differential Undergraduate Tuition

The allocations of graduate, professional, and differential undergraduate tuition account for the vast majority of the direct distribution of tuition to units. Per DMI (Item 7120), undergraduate differential tuition increased by $20 million from FY11 to FY15, and net graduate and professional tuition increased by $20 million in the same period. According to the model, these changes should have resulted in the distribution of more than $35 million to academic colleges. The per IU/per undergraduate major formula has resulted in a net distribution of $7.4 million to academic colleges since FY11. It has also played a role in changing allocations among colleges.

3. The Budget Model in Practice

In the current model, central funding of the salary program, financial aid, and other activities relies heavily on increases in state appropriations and undergraduate base tuition. It must also rely on the mechanisms for discretionary allocations and assessment mentioned at D. above.

To illustrate some implications of the budget allocation model in practice, we describe a few features of the allocation of funds since FY2011.

As noted above, the main channel by which the tuition distribution model allocates funds is via increases in differential, graduate, and professional tuition. Differential undergraduate and net graduate and professional tuition increased by $40 million (FY15 minus FY11), contributing roughly $35 million to the colleges of enrollment. Meanwhile, the per change in IU/per change in undergraduate major portion of the model pushed $7.4 million out to IU-generating colleges. Of course it also caused reallocations among those colleges.

Salary programs in FY12-15 were worth about $57 million, while centrally funded financial aid increased by $41.5 million.

These three changes—the tuition-based mechanisms, salary program, and financial aid—total approximately $141 million. To give a sense of scale, total state funds to the Urbana campus increased $151 million from FY11 to FY15, from $773 million to $924 million.

Figure 7: Change in Funds and Costs

	Change from FY11 to FY15 (millions of dollars)	**Percent of change in state funds**
Total State Funds	151	100%
Tuition distribution model (most parts, as listed above)	42	28%
Salary Program	57	38%
Financial Aid	42	28%
Total of three items	**141**	**93%**

The central campus had obligations, increased costs, and strategic priorities not mentioned on this table, substantially exceeding the $10 million difference between the commitments above and the increase in state funds. Resources were also allocated to units through channels not mentioned above. To have enough room to maneuver, one cannot avoid some reallocations using the judgment-based mechanisms in section II J-N and the assessment mechanism described in section II P of Communication #1.

Section II P describes the assessment as a portion of the unit's recurring budget, not its annual increment, so a small percentage yields a figure of comparable magnitude to the increments discussed above. Section II P suggests that the assessments have "generally been in the ranges of 2.5% to 4%"; for illustrative purposes, 2 percent of academic units' budgets in FY15 was about $10 million.

The important point is that the procedures described in sections II J-Q of Communication #1 play a substantial role in the campus's current budgeting. How the budgeting described by these sections works is less clear and less well understood than the tuition distribution model described in sections II B-I.

VII. Some Problems with the Current Budget Model

The budgeting approach for the University of Illinois, Urbana-Champaign may at one time have been suitable for institutional needs. However, as there has been a national shift in funding streams and a change in higher education as a whole, the task force reached a strong consensus that the current budgeting practices are not adequate to respond to the challenges faced by the institution now and into the future. A non-exhaustive list collected by the committee, based on conversations with department, college, and campus individuals includes:

1. Current practice does not have adequate mechanisms for transparent strategic decision-making. It is difficult to use the current budget model to meet long term challenges or to set and achieve long-term goals.

Incremental budgeting on an annual basis does not lend itself to longer-term strategic budgeting. The formula-based portion of the budget doesn't allow for longer-term planning.
The processes in place for making discretionary allocations were built around annual incremental budgeting, and have shown themselves to be inadequate for long-term or strategic planning.

2. The "hold harmless" and incremental approaches to budgeting enshrine historical practices which may not be optimal. The current budget model used by campus provides for incremental changes from the situation in FY11. If the situation at that time was unsatisfactory, then it is unfortunate that we have "baked" the old allocations into the new system by the "hold harmless" approach.

3. Decision-making and budgeting are not well-aligned. Even units which are relatively well funded in the current model find that they lack the authority to deploy resources optimally. Units have difficulty taking advantage of strategic opportunities.

4. Current budgeting practice does not provide decision makers at the campus, unit or department levels with clear understandable incentives. Additionally, any existing incentives may not correspond to institutional values.

- Even for college-level units directly involved in instruction, for which Communication #1 provides the most information, it is difficult to understand the incentives of the current model. For example, the manner in which IUs have been monetized may create unintended negative consequences on undergraduate education.

- Published policy mostly governs budgeting between the campus and college-level units. Budgeting between colleges and departments is not governed by the same principles, making incentives even more difficult to understand at the departmental level.
- The current budget model provides insufficient guidance and information about the funding of units not directly involved in instruction.
- The current budget model does not provide incentives related to the use of facilities or utilities.

5. The process for making discretionary allocations contributes to mistrust by allocating resources according to principles that are not clearly expressed or widely disseminated and understood. The CBOC process described in Communication #1 has been insufficiently transparent, and has not been well tied to the campus's strategic vision or any other discernable long-term goals. The model that has been developed at the campus level for analyzing subsidies of academic units (alluded to in section K of Communication #1) is poorly understood and does not have buy-in from stakeholders. There is considerable mistrust over the role of this model in guiding discretionary allocations.

6. The existing accounting system is designed for regulatory compliance and is not amenable to management or control. Despite several years of operating under the current model, the CBATF found it difficult to answer seemingly simple questions about the campus's budget and expenditures.

VIII. Survey of Existing Budget Models

This section provides an overview of different types of budget models in use at university campuses across the United States. It is recognized that there may be hybrid models whereby elements of more than one model may be assembled for unique implementation on a given campus. Here we provide an overview of the six most common models that we have seen. This is in line with the 2011 Inside Higher Ed Survey of College and University Business Officers. These models are:

- Centralized budgeting
- Zero-based budgeting
- Incremental-based budgeting
- Activity-based budgeting
- Performance-based budgeting
- Responsibility Centered Management

Each of these models has advantages and disadvantages and we provide an overview of each budget model under consideration along with the reported benefits and drawbacks.

<u>Centralized budgeting:</u>

Central administration makes all decisions regarding unit allocations. Centralized models are rarely employed in isolation and are usually combined with another one of the approaches given here.

Pros: During difficult financial situations, a centralized system can be more effective in making tough decisions. Centralized models can be more effective in managing campus activities that cut across multiple units. Examples of this could be Information Technology services that don't reside in any one unit but affect all units. Another may be Facilities and Services. A centralized model could act to control costs for these.

Cons: A centralized model does not scale well with larger and more complex university campuses. Managing a centralized model requires a very large central administration staff. Since budgeting decisions are made far away from where their impacts will be felt, there can be missed chances to capitalize on opportunities or respond to weaknesses and threats.

Zero-based budgeting:

The budgets for each campus unit are cleared, or zeroed-out, at the start of each budgeting period. The budgeting period is usually one year but can vary to span multiple years. Each campus unit must provide a new request for funding appropriation at the start of each budgeting period, complete with renewed justification.

Pros: All costs must be justified each period, eliminating legacy funding of programs that are no longer relevant. There is the potential to eliminate unnecessary waste, therefore this could be seen as a fiscally efficient process. Additionally, the budget focuses on outcomes since budgets will allocate resources to those who have utilized their resources effectively in previous budget periods.

Cons: Substantial effort is employed creating and reviewing new budgets each period. There is the potential for large swings in unit funding. Zero-based budgeting is poorly adapted to multi-year continuing commitments.

Incremental-based budgeting:

In incremental-based budgeting, the budgets for each campus unit are based on the allocation from the previous budgeting period. This is the oldest and most common approach to budgeting with nearly 2/3 of campuses across the U.S. adopting the incremental model.[6] This approach is based on the assumption that any strategic goals or institutional values would change sufficiently slowly so that budget adjustments need not respond rapidly to changing conditions.

Pros: The load on administration is relatively low thereby freeing administrative resources. It can provide stability and reinforce a campus culture, particularly when there is an agreed upon equitable sharing of resources.

Cons: There is little encouragement to increase revenue or control costs. There is no connection between the potential for growth or excellence and the resources that get allocated to a unit. It is challenging to reallocate resources when resources are declining. The model is not set up to respond rapidly to external changes such as changes in state support.

Activity-based budgeting:

This approach provides financial resources to units in accordance with specific activities undertaken and specific metrics met. The most typical activity is revenue generating activities. Units are encouraged to be entrepreneurial.

Pros: Units that are capable of generating revenue are incentivized to do so. This can lead to the focus of resources on educational initiatives perceived to be of most interest to students. Additionally, campus leadership can utilize this approach to promote desired behaviors by appropriately defining the metrics.

Cons: There is a significant overhead of tracking activities and reporting/verifying data. The administrative burden can be problematic. There may be some valuable units and programs whose core mission does not align with the overall metrics, and these can suffer as a result.

Performance-based budgeting:

Performance-based budgeting allocates resources to units based on measurable outcomes rather than activity towards outcomes. This approach is sometimes referred to as formula-based budgeting. Examples of outcomes include things like graduation rates, quality of incoming students, diversity, etc.

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[6] Auerbach, C. and Edmonds, L. "Exploring Alternative Budget Models: Budget Model Review, Transitions, and Outcomes," Educational Advisory Board research brief, 2013

Pros: By relying on formulas and measurable outcomes, the budget allocation process is less subject to opinion and administrative preferences. It can be seen as an impartial allocation process by virtue of its algorithmic nature.

Cons: Obtaining the correct formulas to create the desired campus outcomes can be challenging. For example, small units may not fare as well if the formulas are done on a bulk rather than per capita basis. There can be a desire for the units to game the system. To ensure there is no gaming, an extensive and time-consuming review must be done which can increase administrative burden.

Responsibility Centered Management:

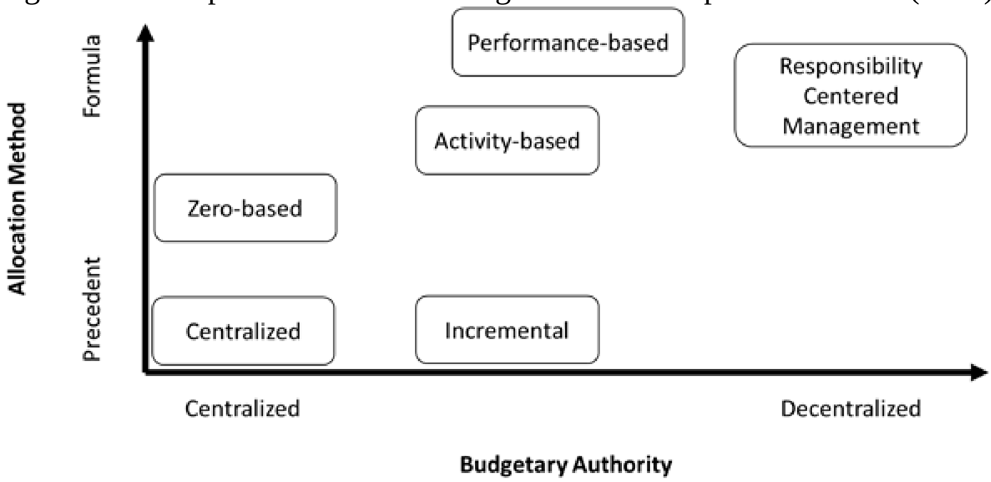
The basic idea behind Responsibility Centered Management (RCM) is that units are allowed to manage their own budgets. Units are given the freedom to generate their own revenue and then deploy those resources to support the programs of their choice. This allows individual units to prioritize their own programs and academic missions. Since the decisions are being made by those closest to the action, this approach can rapidly react to opportunities or threats that arise. Most RCM models are implemented with some kind of tax whereby units return some revenue back to the center. The central campus can use these resources for strategic allocations, including to units which are vital to the overall excellence of the institution but which don't directly generate enough revenue to support their activity. This would be an example of a blended model that combines RCM and a centralized approach.

Pros: RCM can increase accountability of units and motivate them to increase revenue while controlling costs. Also, the independence of the individual units, coupled with control of their own revenue, can allow for longer term strategic planning to occur at the unit level.

Cons: If not implemented properly, this can cause some competition among units as they vie for revenue from a common pool (e.g., students, donors). Other potential negatives include duplication of effort in terms of services within individual units (e.g., purchase bargaining power for computers and software is greater if done at the campus level IT rather than by individual IT offices within units). Additionally, depending on the level of central taxation, there may be difficulty in obtaining adequate resources for desired activities that are not self-supporting.

The various budget models can be visualized along two dimensions: the method of resource allocation versus the centralized nature of the authority. Resources can be allocated purely by formula corresponding to various metrics. Alternately, resources can be allocated primarily on the basis of the previous budget period's allocation. Many models have part of their allocation fixed from year to year with the remainder allocated by metrics defined by the campus administration. Figure 8, modified from the 2013 EAB report, illustrates this schematically. In addition to ‘pure’ budget models, there can be hybrid models where elements of two or more basic models are combined. Using a previous example, the centralized models may be used for some aspects of campus management that affect all units and combined with an RCM model that allows some units more discretion.

Figure 8: A comparison of various budget models. Adapted from EAB (2013).

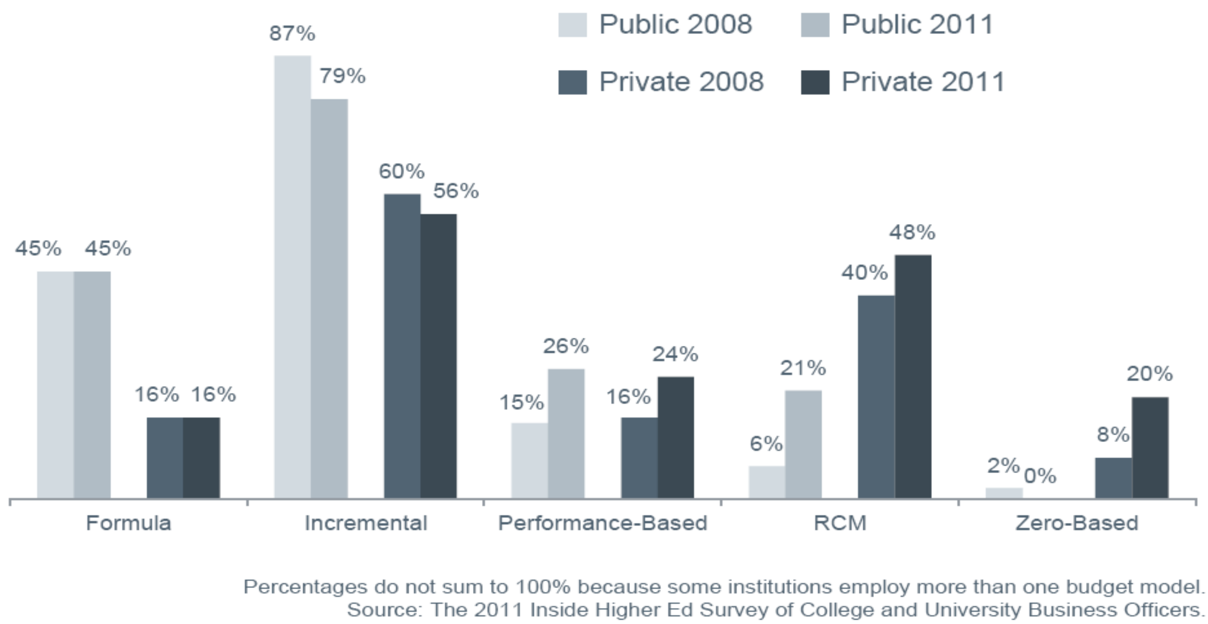


When considering budget models it is useful to examine trends in model adoption in addition to the models themselves. According to one study, 66 percent of institutions of higher education in the U.S. report using all or part of an incremental model[7] because it is traditional and shares resources more or less equally across campus. However, as shown in Figure 9, there has been a trend nationally away from incremental budgeting. In particular, among doctoral universities such as the University of Illinois at Urbana-Champaign, there has been a shift away from incremental models and a shift towards models such as performance-based, zero-based, or Responsibility Centered Management.

Figure 9. Distribution of Budget Model Types at Public and Private Doctoral Universities

[7] Attis, D., Rosch, J.L., Jin, N. and Ho, M., “Optimizing Institutional Budget Models: Strategic Lessons for Aligning Incentives and Improving Financial Performance,” Educational Advisory Board report, 2014

(2008 and 2011)



A key question posed by this report is, which model or combination of models is most appropriate for the University of Illinois at Urbana-Champaign? The design and implementation of a new budget model is a multi-step process that requires the participation of many stakeholders, and it is beyond the charge for this task force. After studying how this process has worked at other institutions, we concluded that we should describe desired properties of any model that would be implemented at the University of Illinois at Urbana-Champaign and propose next steps towards the design and implementation of a new model.

IX. Desired Budget Model Attributes for the University of Illinois

A budget is a tool for planning and allocation of resources. As such, the budget's prioritization of resources should reflect the campus's goals. The budget model should therefore allow for campus leadership at all levels to effectively plan and align available resources with identified needs, both current and in the future. At the same time, the budget model does not define the campus approach. Rather, it is used to help the campus achieve its long term strategic goals.

We identify several desirable attributes for a campus budget model that could be applied to the University of Illinois at Urbana-Champaign. Here we provide some of the most important ones without any significance to the ordering of presentation. These attributes can and should be augmented with input from the broader campus, but we believe that they capture most of the qualities desired in a model and provide a standard against which alternative models can be evaluated. A model with these aspects can be used to maintain and increase the long term excellence of the Illinois campus as a whole.

Strategic: Any budget model should support campus-level long-term strategy. The overall campus strategic plan should be developed by the central administration, following principles of shared governance, and encompass multiple years. This strategy should then be clearly communicated to campus and off-campus stakeholders. Individual units can then perform their respective strategic planning process in coordination with the campus plan. The budget model should be usable as a tool to support the strategic planning at both the campus and unit levels over a multi-year horizon. Units that are capable of their own significant revenue generation should be allowed to make long-term plans and investments consistent with their strategic goals and with those of the campus. At the same time, the campus should pursue strategic investments in units that are not self-sustaining or not as capable of significant revenue generation when doing so serves the campus's strategic goals. Should resources need to be redirected, or increased resources obtained, the model should support a clear understanding of impacts of resource allocation and why the reallocation is taking place. The budget model should provide for clear and diligent coordination between the targets of a strategic plan and the resources directed towards those targets.

Transparent: University revenue streams include tuition, state appropriations, extension services, grants, endowment income, gifts, and others. It is critical that the campus leadership, college leadership, and departmental leadership have a knowledge of how funds come in and where funds are directed. This is independent of a particular model. Transparency allows a clear understanding of the resource level associated with any particular program or effort. If implemented properly, it also allows for an understanding of which funding streams, or collections of funding streams, are used to finance a given operation or activity. Full transparency allows for funds to be tracked 'forward' from source to use as well as 'backwards' from use to source. Any budget model should support decision makers with full transparency.

The budget model must be clear and clearly understood throughout the campus at all levels. It should be easy to understand the incentives created by the budget model. In some cases, but not all, clarity may necessitate simplicity. Any formulas or algorithms used in a budget model should be based on objective criteria. There should be easy, and easily understood, access to the model and it should be accessible to staff from all levels of campus who participate in budgeting efforts. Since there is often natural turnover in budgeting responsibilities within budgeting offices (e.g., change in department heads or deans) clarity of the budget model helps new campus leaders get up to speed rapidly and avoids potential mistakes in implementation.

Alignment: The principles of budgeting at all levels should generally be consistent with those applied at the campus level. While the autonomy of units in deciding how to distribute resources internally deserves respect, some consistency across levels is essential in order for the model to be transparent and understandable, and for the incentives of the model to operate at the departmental level.

Financial Stewardship: The model should recognize financial stewardship as a core campus and unit value. This includes the ability to generate revenue as well as the ability to efficiently utilize the resources under the unit's control. Units should be able to steward their own finances and should have appropriate autonomy to do so, as applicable.

Accountability: It is imperative that those responsible for financial decisions are held accountable for their decisions. The campus, units/colleges, and departments have a responsibility to their stakeholders to achieve agreed upon goals using the resources made available to them. The accountability of decision makers using any model is closely tied to the transparency of the model and its support of strategic planning. As plans are laid out and resources allocated, if the resulting outcomes fall significantly short of their goals those who map the resources to tasks should be accountable for their decisions.

Scalable: The budget model should allow decisions to be made at the appropriate level. Therefore, budget allocation authority should scale from the department, to the unit, to the campus level where decisions at each level encompass the resources available at that level and the impact of the decisions at that level. For example, many budgetary decisions that impact the units and departments need not be made at the campus level. Additionally, the structure of the model should complement the management structure at each level of administration throughout the campus.

Implementable: Whatever budget model arises in the future, it is important that it be implementable in a phased approach. Likely, implementation of a new budget model would occur over several years in order to transition smoothly from the current model to the new one. Therefore, a new model should have multiple modules or phases that can be introduced allowing the campus administration, staff and faculty to respond and react to the changes in a manageable manner.

X. Obstructions and Challenges to Successful Implementation of a New Budget Model

The history of changes to budgeting at Illinois, as reviewed in section V, illustrates that the campus has contemplated a change in the budget model before. Our study of the reports of various working groups from past reviews reveals that many of the weaknesses of the budget model identified in the older reviews have also been identified in the current review (e.g., lack of transparency and predictability). In addition, many of the principles for budget allocation identified in the earlier review coincide with principles identified in this review. Finally, some of the features that the previous models claimed to implement (e.g., aspects of RCM) do not seem to be present in the current system, or, if present, do not seem to be functioning as intended.

In light of this, the CBATF has tried, through examination of the history of budget reform on campus, interviews with parties involved with the process, and discussion with current stakeholders, to identify possible barriers to the successful implementation of a change to the budget system and to suggest possible methods of mitigating these challenges.

1. Status Quo Bias Undermines Change: Many units on campus are satisfied enough with the current situation that they fear the uncertainty of change more than they dislike the status quo. These units have the power to significantly undermine or obstruct change.

Recommendation: The campus needs to make clear that the economic environment in which we operate is going to change whether we adapt our budget system or not. Care should be taken to differentiate between the near-term crisis brought about by the lack of a state budget and the long-term, structural changes that will almost certainly come as overall state support of the campus declines in the coming years. The relevant choice for units is not between the status quo and change, but rather between change for which we have prepared by adapting our financial model to the future, and change for which we have not.

We must also make it clear that real change is going to be necessary. Along these lines, we quote an observation from the final report of the Principles of Re-Allocation Subcommittee (2006-2007) which remains equally true today. “Certain Truisms must be clearly eliminated from our culture, such as ‘We will do more with less.’ No, we will do less with less.” Other attempts to push back against the need for real change, such as claiming that money will be found through downsizing the administration or eliminating “waste, fraud and abuse” without material changes to most units must also be resisted. Change is necessary and inevitably going to impact every aspect of our operations. Our choice is between preparing for the future and not.
While it may be tempting to respond to resistance by assuring units that the change will be made so that they are “held harmless,” as we discuss below it is important that any such provisions not be permanent.

2. Durable Hold Harmless Provisions Undermine Change: Previous revisions to the budgeting model have tried to smooth the transition from one model to the next through “hold harmless” provisions whereby units’ allocations under the first year of the new model were set equal to what they would have been under the old model. Although the need to smooth the transition from one model to the next is real and important, “hold harmless” combined with the incremental nature of our budgeting practice reduces units’ incentive to change and enables past behavior (i.e., the behavior that led us to change the model in the first place) to continue into the future. As an illustration, when we transitioned to the current budget model under its “hold harmless” provision, a unit that continued to do, year after year, exactly what it had done in the past would continue to receive every year, more or less, the same allocation it had in the past year. This resulted in a significant damping of incentives to change that, while acceptable in better financial times, will not benefit the campus as we move into the future. Changing the system without changing behavior is equivalent to not changing the system. Change without change is not change.

Recommendation: While it is certainly necessary to smooth the transition from one allocation system to another, durable hold harmless provisions should be avoided. One approach to balancing the transition between one model and the next would be a system of subsidies that initially equates a unit’s funding under the two models but *explicitly and transparently* sunsets over time. Thus, for example, a unit that would have received $1,000,000 under the old model but $800,000 under the new might be given an initial subsidy of $200,000 that decreased uniformly down to zero over, say, five years. While we do not take a position on the exact nature of the sunset provisions, we believe that some initial smoothing accompanied by a firm commitment to complete the transition is a desirable feature of the implementation plan for any new model.

3. Too Much Discretion Undermines Change: The current model where a large proportion of undergraduate tuition is distributed by the campus via arrangements outside of the public, transparent formula offers units a choice. They can try to increase their allocation by increasing enrollments, starting new graduate programs, securing new grants, etc., or they can try to negotiate a special arrangement with the campus. The activities encouraged by the allocation formula (i.e., increasing enrollments, new programs, new grants) are costly, time consuming, and may pay off only in the distant future. On the other hand, bypassing the formula has the potential to yield quick rewards without the need to hire new faculty or build new labs. In the current incremental system, resources allocated in this way have accumulated, and the lack of transparency or memory about why some activities were supported while others were not has engendered a degree of confusion on the part of unit heads, eroding the power of the incentive scheme the budget model was intended to create. Further, once in place, these arrangements tend to be durable and to persist long after the circumstance that justified them has ceased to exist, and often long after anyone remembers what the initial circumstance was.

Recommendation: Exceptions to the primary budget model should not be the norm. While the campus needs to maintain discretionary resources to fund central services and pursue campus-wide goals, great care should be taken to distribute these resources to units in a consistent and transparent manner. To the extent possible, campus-wide funding initiatives should be announced and opportunities should be made available to multiple units. Further, funds distributed in this manner should be carefully tracked and subject to provisions that require periodic review and renewal.

One aspect of budgeting practices in recent years that merits discussion is the centralized funding of financial aid. Since FY11, more than 25 percent of the growth in state funds has gone toward increasing undergraduate financial aid. The campus should consider being more transparent about how much money it spends on financial aid and how much unmet need remains. The rapid increase in undergraduate tuition and the resulting rise in unmet need is a major reason why more undergraduate tuition funds are being held centrally. Clarifying this will help to explain a significant portion of the apparent growth in central administration, and to convince the state and potential donors of the need to support attendance.

4. Inconsistent Leadership Undermines Change: Recent years have seen significant turnover among the campus's top administration, and this likely contributed to some of the flaws identified in current budget practice and the failure of the most recent effort to implement some of its recommendations. Changing the budget model will take several years. Changes in leadership result in both loss of knowledge and changes in priorities and goals that can undermine strategic efforts to change the institution.

The design and implementation of a new budget system may take the better part of a decade from start to finish. Even if turnover can be eliminated, inconsistent policies and lack of commitment to change at any point in the process may undercut the whole endeavor.

Recommendation: Stability in upper administration is desirable and should be encouraged for a host of reasons. Recognizing that turnover may arise nonetheless, efforts should be made to enshrine the change in budget model so that it is seen as larger than any single administrator or group of administrators. Something akin to the campus strategic plan may be in order. As of the writing of this report the university is operating with an interim chancellor (B. Wilson) and an interim provost (E. Feser). Efforts should be made to ensure that, if a particular new model and implementation plan are adopted before these positions are filled on a permanent basis, the new administrators are as committed to the plan as those who start the process.

5. Vertical Inconsistency Undermines Change: In the past, budget models described the budgeting between the central campus and colleges or college-level units. Those college-level units were given broad discretion in how to push the model through to subunits (e.g., departments). There is great diversity in the missions and structure of the various units/colleges on campus, and this has given rise to a wide variety of practices as far as how funds are allocated to subunits. While unit autonomy in deciding how to distribute resources "internally" should be respected, it is important to recognize that if the campus is trying to influence department behavior through an incentive scheme it implements at the college level, then the relationship between the college and department will help to influence department behavior and may radically change incentives.

Recommendation: The current budget model operates entirely at the unit/college level as opposed to the subunit/department level. While the task force does not want to take a position on the relationship between units and subunits, it is our belief that a budget model that more explicitly recognized the role of subunits/departments in decision making would be more effective in encouraging desirable behavior.

6. Diffusion of Authority Undermines Change: The point of changing the budget model is not change for its own sake, but rather to address the shortcomings of the previous budget model and to position the campus to meet the financial challenges of the coming decade(s). This will require changes to not only the campus's budget model, but also changes to the way the campus approaches financial stewardship from the top all the way down to individual units. This is unlikely to be successful unless the academic senate and individual units are supportive of the effort. Although universal support is unlikely, broad consensus that the concerns of the units were considered in the process will be necessary for a smooth transition and successful implementation of a new system.

Recommendation: This point, juxtaposed with the earlier observation regarding status quo bias, point to a narrow path toward successful implementation of a new system. A strong push from the central administration will be needed to overcome units' reluctance to change from a system that currently works reasonably well for them to one that imposes significant immediate risks and promises only medium- to long-term benefits. On the other hand, authoritarian imposition of a new system may succeed on paper but fail to deliver the necessary changes in behavior in the future. The campus must work hard to engage not only the colleges and administrative units, but also individual departments, the academic Senate, and faculty leaders. While universal support for the proposal is unlikely, there should be a goal of achieving (1) a broad understanding at the department/faculty/staff level of the challenges we face and how reorienting the budget model will help us face them, and (2) a broad consensus that the concerns of individual departments were heard and that all stakeholders, broadly defined, were given a voice in the process. The Chancellor and Provost must take the lead on this.

7. Lack of Trust Undermines Change: Given the strong tradition of shared governance on this campus, buy-in from the deans, faculty and staff will be necessary to successfully change the financial model on campus and to prepare it to face the coming fiscal challenges.

Recommendation: Although one might be tempted to delay the adoption of a new budget model for the campus until a time when permanent leadership is in place and has reestablished an atmosphere of trust and common purpose on the campus, political exigencies are unlikely to permit this. In light of this, the task force's recommendation is to be clear, to be transparent, and to be explicit about how changing the budget system contributes to the vision of the university's future shared by all stakeholders, including administrators, faculty, staff, students, alumni, and the people of the state of Illinois.

XI. Next Steps/Timeline

Other institutions have found it is best to transition methodically and through a series of clear milestones or steps that signify progress towards the end goal. The work of the Campus Budget Advisory Task Force (CBATF), as summarized in this report, is intended to contribute to the initial steps in achieving a revised, more transparent budget development and allocation process at Illinois. As noted in the charge to the Task Force, changes are needed in order to "better align our long-term budgetary strategies with our goals and aspirations." While CBATF has identified issues with the current budget model, a series of steps carried out by different groups are needed to complete the redesign and implementation.

CBATF recommends the following near term (0-1 year) next steps:

1. Additional information gathering from selected large state universities. Published reports from other institutions that have recently carried out budget reform need to be supplemented with site visits that would enable collection of additional detailed information on alternative models, systems, and best practices at other institutions. Attention should be paid to implementation issues, timelines, and impediments to the process. If possible, feedback should be gathered from units affected by changes made. This information gathering would best be accomplished by representatives from the Provost's Office with expertise in planning and budgeting. (Summer 2016)

2. Create a campus steering committee. In order to provide high level guidance for next steps, a small steering committee with membership drawn from deans, faculty, and staff with needed expertise (e.g., prior experience on CBATF, DBC or CBOC) and a broad view of the campus should be appointed. The steering committee would have responsibility for developing a process for creating a detailed set of workable models specific to the Urbana campus. Care must be taken to have a reasonable number of models since each one will be evaluated and involve significant effort. (Summer 2016)

3. Designate a working group. This group would have the financial and technical expertise needed to develop and assess the financial impact of alternative models, drafting reports and making recommendations. The group may in turn divide into project teams to enable more rapid progress on these analyses. (August 2016)

4. Create a campus advisory group. This group, made up of campus faculty and staff drawn from a range of academic and nonacademic units, would review and provide feedback on the working group reports. (August 2016)

The work of all committees will be informed by the work of CBATF in identifying principles and desired budget model properties. The next steps outlined in this report should ensure attention to shared governance and campus-wide engagement as the campus undertakes budget reform.

Subsequent to completion of these steps, CBATF then recommends the following medium term (1-3 year) steps.

5. Based on the input from the campus steering committee in Step 2, the working group formed in Step 3 would evaluate the budget models using both historical and projected financial data. This includes creation of reasonable budget parameters such as, for example, the formulas used for formula-based allocations. Other budget parameters could be the 'tax-rate' used for various units in an RCM approach. The models would be quantitative and evaluated numerically to examine the outcomes of multiple models using data from recent years. Depending on cost, it may be advantageous to introduce an external consultant who is agnostic to the potential allocations under each model. The campus steering committee would be the steward of the budget modeling process. (August 2016-March 2017)

6. Budget officers from the unit and campus levels should meet with the campus steering committee to ensure validity of the models, the underlying assumptions, and the potential impacts of model implementation. If necessary, a revision to the models can be made based on feedback from the units and the campus. (April 2017)

7. The Provost's Office would release the results of the various models campus-wide to illustrate the potential financial impacts of each one. Open forums would be held across campus to explain the models and their impacts as well as gain feedback. Should there be significant

feedback, it can be used to update the parameters used in the models. (May 2017-December 2018)

8. Based on extensive analysis of the models and feedback from campus stakeholders, the Provost's Office would decide on an appropriate model and a financial management structure that aligns with the model. (March 2019)

If these steps are successfully concluded, CBATF then recommends the following longer term (3-5 year) steps.

9. Extensive training of unit heads, finance managers, and personnel related to the budget would take place. It may be of value to bring in external consultants to assist in the training. (May 2019-August 2019)

10. A transition would occur over a predefined period from the current model to the new model. (August 2019-August 2021)

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XIII. Appendix A: Charge letter

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

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Revised*

18 November 2015

Campus Budget Advisory Task Force
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Linda C. Smith, Professor, Library and Information Science
Mike Yao, Associate Professor, Advertising and Journalism*
Vicky Gress, Associate Provost for Budgets and Resource Planning, *ex officio*

Dear Colleagues:

As a world-class research university, our greatest accomplishments and contributions come from our ability to predict, identify, and meet the dynamic and most pressing needs of the global community through our creative and scholarly endeavors. Every day our faculty and staff address grand challenges facing society by engaging in innovative, creative, collaborative, and ground-breaking research, teaching and service. To build upon this nearly 150 year tradition of excellence, we must evolve in response to the sustained and significant cuts to state funding and to the changes occurring in higher education as a whole. We must apply what we do every day in our classrooms, laboratories and offices: ask critical and searching questions, evaluate data thoughtfully, and creatively and consultatively develop solutions. To ensure that we realize our strategic goal of being the pre-eminent public university with a land-grant mission and global impact, our campus must consider how we use resources to fulfill our core missions of research, teaching, service and economic development and to enhance our excellence in all of those missions.

The Campus Budget Advisory Task Force (CBATF) will act as an advisory body to the Chancellor and me, as we work with the Council of Deans and through shared governance with the Senate. As an initial matter, CBATF will focus its attention on fundamental questions surrounding our historic budget allocation model, the implications of continued declines in General Revenue Funds, and the size of our administrative functions.

The work of the CBATF will inform our review of existing budget processes and the structure of standing campus budget committees. The aim is to ensure that we have an approach to ongoing budget review and guidance that is effective, efficient, and consistent with our shared governance principles.

Professor Matthew Ando, Head of the Mathematics Department, has graciously agreed to serve as Chair of the CBATF. I ask each of you to serve on the CBATF for Academic Year 2015-16.

Thank you for your willingness to serve on this task force and to assist the campus in this critically important endeavor.

Sincerely,

Edward Feser
Interim Vice Chancellor for Academic Affairs and Provost

c: Barbara Wilson, Interim Chancellor
Staci Provezis, Assistant Provost
Katherine Galvin, Associate Provost