

# **CALS Faculty Council**

3 December 2015

## **Discussion Points with Unit Faculty**

In the distribution of instruction funds from the UA central administration to individual Colleges via RCM, Student Credit Hours (SCH) constitutes the most significant determining factor. And in the activity-based allocation of instruction funds to individual academic units within CALS, SCH also carries significant weight. We recognize, of course, that SCH alone does not account for the total value of instruction. Instructional value, in addition to SCH, can be captured by an array of non-SCH variables, including level of course, type of course (lecture, laboratory, recitation, field trips, etc.), provision of T.A., undergraduate advising, development of a new course, etc.

It is noteworthy that a significant value of activity-based budget allocation is its transparency in aiming to achieve better equitableness among academic units.

#### Questions:

### 1) FTE/course credits = f(SCH, non-SCH variables)

Instruction FTE as a distribution model of faculty workload is typically correlated with number of course credits.

For instance, 5% Teaching FTE = 1 course credit (or credit hour) annually. Thus, a 30% teaching FTE = 6 credits (or credit hours) annually.

With the foregoing convention, the following inequitable scenario can easily arise:

Instructor A with 15% teaching FTE = teaches a 3-credit course with 10 students (or 30 SCH).

**Instructor B** with 15% teaching FTE = teaches a comparable 3-credit course with 100 students (or 300 SCH).

To promote equitableness among faculty, should FTE (or course credit) be also correlated with SCH and important non-SCH variables? If so, how? What practical framework or guidelines can/should be designed to inform such correlations?

#### 2) Instructional Pay = f (SCH, non-SCH variables)

To promote equitableness among faculty, should instructional pay be also correlated with SCH and important non-SCH variables? If so, how? What practical framework or guidelines can/should be designed to inform such correlations?

### 3) Unit Instruction Budget Allocation = f(SCH, non-SCH variables)

This question has been specifically added by the CALS Faculty Council:

To promote equitableness among CALS academic units, should unit instruction budget allocation be also correlated with SCH and important non-SCH variables? If so, how? What practical framework or guidelines can/should be designed to inform such correlations?

We recognize, of course, that certain CALS academic units significantly help in carrying out the critical mission of CALS and thus may justifiably need instruction subvention (or subsidy).