

Faculty Senate Minutes
4 December 2024
Student Government Chambers (UC 225)

Senate Leadership in Attendance

Andy Milson, Chair
Rhonda Prisby, Chair Elect
Adam Annaccone, Parliamentarian
Cindy Plonien, Treasurer
Kathryn Warren, Secretary

Senators in Attendance, followed by the unit they represent
(Department for TT, College or School for APT)

Ishfaq Ahmad	Computer Science and Engineering
David Arditi	Sociology and Anthropology
Amy Austin	College of Liberal Arts
Linda Barasch	College of Engineering
Mahmoud Bayat	Architecture
Alan Bowling	Mechanical and Aerospace Engineering
Kim Breuer	College of Liberal Arts
Janet Burka	Libraries
Christopher Chambers-Ju	Political Science
Manfred Cuntz	Physics
Imre Demhardt	History
Thomas Dombrowsky	College of Nursing and Health Innovation
Ceil Flores	College of Nursing and Health Innovation
Tom Hall	Accounting
Andy Hansz	Finance and Real Estate
Yaowu Hao	Materials Science and Engineering
Muhammad Huda	Physics
Darlene Hunter	School of Social Work
Joowon Im	Landscape Architecture
Penny Ingram	English
Aimée Israel-Pelletier	Modern Languages
Song Jiang	Computer Science Engineering
Theresa Jorgensen	Math
Carie Kapellusch	College of Liberal Arts
James Kelsay	Criminology and Criminal Justice
Andrzej Korzeniowski	Math
Laura Kunkel	College of Nursing and Health Innovation
Catherine LaBrenz	Social Work
Joohee Lee	Teacher and Administrator Preparation
Stephen Mattingly	Civil Engineering
Rachael Mariboho	College of Liberal Arts

Jessica McClean	Libraries
Hyejin Moon	Mechanical and Aerospace Engineering
Joyce Myers	College of Education
Kaci O'Donnell	College of Liberal Arts
Mark Pellegrino	Biology
Cheryl Prachyl	College of Business
Alejandro Rodriguez	Public Affairs and Planning
De'An Roper	School of Social Work
Ritesh Saini	Marketing
Don Schuman	School of Social Work
Eli Shupe	Philosophy
Aaron Smallwood	Economics
Whitney Tholen	College of Science
Dan Trott	Kinesiology
Venu Varanasi	Graduate Nursing
Nilakshi Veerabathina	College of Science
Rachel Voth Schrag	Social Work
Shouyi Wang	Industrial, Manufacturing, and Systems Engineering
Logan Watts	Psychology
Shelley Wigley	Communication
Naoko Witzel	Linguistics
Tim Wunder	College of Business
Leaf Zhang	Educational Leadership and Policy Studies

Senators Not in Attendance, followed by the unit they represent
(Department for TT, College or School for APT)

George Alexandrakis	Bioengineering
Heather Charles	College of Science
Carlos Donjuan	Art and Art History
Donna Firouzbakht	College of Architecture, Planning, and Public Affairs
Tom Graca	College of Business
Andrew Hunt	Earth and Environmental Sciences
Vinayak Kaushal	College of Engineering
Cynthia Koomey	College of Nursing and Health Innovation
Aera Leboulluec	College of Engineering
Fred MacDonnell	Chemistry
Patti Parker	College of Nursing and Health Innovation
Liliana Pérez-Nordtvedt	Management
Phillip Schroeder	Theatre Arts
Gregory Turner	College of Engineering
Regina Urban	Undergraduate Nursing
Jack Unzicker	Music
Jingguo Wang	Information Systems and Operations Management
David Wetz	Electrical Engineering

Richie White	College of Liberal Arts
Xinbao Yu	Civil Engineering

Ex officio Members in Attendance

Jennifer Cowley, UTA President

Tamara Brown, UTA Provost

Guests

Shanna Banda, Assistant Vice Provost for Faculty Success

Mark Cooper, Director of Academic Operations

John Davidson, Vice President and Chief Financial Officer

Jon Fagg, Director of Athletics

Jackie Fay, COACHE Survey Steering Committee Chair

Andrew Hippisley, Vice Provost for Academic Affairs

Jeff Jeter, Vice President for Government Relations

Lee Pierce, OIT

Meeting called to order by Faculty Senate Chair Andy Milson at 2:31 pm

November minutes approved by acclamation.

Remarks from President Cowley

- Legislative session beginning: reminder that most proposed bills don't become law.
- As context for the upcoming legislative session and the additional scrutiny of higher ed from the public and legislatures (at both state and federal levels), a presentation on the current public perception of higher ed and the steps we can take to address valid concerns (see slides)
 - Confidence in higher education in decline
 - Three top reasons for declining confidence: 1) perception that it costs too much, 2) perception that we don't teach the right things, 3) perception of political agendas
 - Concern #1: college costs too much
 - Costs have risen for a variety of reasons, including services provided to students and faculty research
 - Advertised price not actual price, which is a challenge to the consumer to understand what they're likely to pay. Our sticker price is close to \$30K (room, board, tuition, books, transportation, etc.) for a single year. We engage in "tuition discounting," starting in 1990s, just like other public universities. It's a redistribution model, with need-based aid allocated (e.g., Blaze Forward program).
 - Crisis with loans and repayment
 - \$15,000 is the net price of attending UTA (as opposed to the sticker price); most students take out student loans to afford that, but 47% percentage of Americans think a college degree isn't worth it if one has to take out loans to afford it. (29% think it's not worth it, period.) A critical federal measure is three-year default rate: three years after entering repayment, are you making payments or not? At UTA, 4/10

undergrads leave with no debt whatsoever. Average debt is about \$22K; 9/10 leave with less than \$30K in debt.

- 2017 cohort: three-year default rate is 5.8%.
- Over past decade, UTA student loan debt of bachelor's graduates has been flat. Blaze Forward program and expansion pulls borrowing down.
- THECB set goal that by 2030, 95% of students will graduate with no debt or manageable debt. But some students are in disciplines where they don't get jobs that pay enough to allow them to repay.
- Legislators want universities to take steps to regulate this
 - Bill in Congress, the College Cost Reduction Act: it's risk sharing. If students can't pay their debt, universities make payment to federal government.
 - State level: Governor has issued two-year tuition freeze over concerns over cost. Range of measures proposed—issue of cost highly visible.
- Our strategic plan is tied to affordability for students
 - 49% of full time undergraduate students don't pay anything in tuition and fees
 - Blaze Forward covers tuition for students coming from households making \$85K or less, now increased to \$100K, though some students at that income threshold don't meet the program requirements for other reasons.
 - Provost adds:
We have new tools to help with course scheduling and predicting demand. Ad Astra, a program the Registrar already uses. There's an additional predictive piece, Platinum Analytics, that can be turned on; going through RFP process to get that. Will help build schedules for students, both numbers of sections and times and potential scheduling conflicts that have impacts on student progress through their programs.
 - Opportunities to make use of winter session, to create new graduate pathways
 - Cost saving measures like OER; average textbook bill for students across the country \$1200 a year.
 - Administrative units on campus are using "zero-based budgeting," building the budget from scratch to see what they actually need, looking for opportunities for cost savings.
- Concern #2: We are not teaching the skills students need
 - 40% of graduates say they regret what they studied.
 - Desirable outcomes: financial ROI, being able to repay debt; if they can't do those things, can't appreciate the educational outcomes that are higher on the pyramid (well being, civic engagement, transformation)
 - Half of Americans experienced a university environment without launching successfully into a college degree-requiring job. Only 55%

are in a job that requires a degree five years after graduation. Ten years later, that number is still 55%. We need to pay more attention to what we're doing to prepare students for that first launch job.

- There are differential outcomes even in majors we think have high likelihood of successful long-term career outcomes (e.g., engineering)
- THECB has set a goal: by 2030, 60% of adults will hold a postsecondary “credential of value,” which is defined by the ratio of income to debt and compared to median earnings of high school graduates. What that comes to is making about \$33K. 89% of our graduates are making more than that. 11% are making less. Some areas of study perform better than others.
- UTA has the highest first-year median wages for bachelor’s graduates of any UT system institution (\$67,318); \$22K ahead of some schools
- “Manageable debt” is a goal: this means that with less than 10% of annual income going to student loan debt, the loans are repaid in 10 years; our grads need to make \$29K (\$14/hr) a year to meet this measure. Reasonable. But we have 19 programs where 25% or more of graduates are not making \$29K a year out. Among those, four programs have median earnings of less than \$29K.
- Federal rule, the Financial Value Transparency and Gainful Employment Rule: goal to target low-performing programs, particularly for-profit programs taking money from vulnerable people and selling a worthless credential. The government will regionalize the rule and give us a salary number. The debt-to-earnings ratio should be 8% repayment over 15 years.
 - We are not the primary target of this rule; for profit institutions are. We’ll get results this spring. If we have a failing program, we won’t be allowed to take new students or disperse financial aid until we inform students in writing and they acknowledge it. Required to comply by beginning of 2026 (which could change with new presidential administration).
 - There are a handful of programs the Provost will need to meet with to decide what needs to happen immediately.
- State level measures
 - House Bill 218. Looking at second year income and total debt in student loans. Programs over 125%, closure; over 100%, sanctioned; no more state aid/formula funding for programs in either category. This bill will probably not pass. If it does, it will be in a different form. But college costs, debt repayment, and affordability are a significant legislative priority. Six of our programs are at risk based on the way this is written. We need to be taking actions to make sure we’re improving outcomes for our students.
 - Other state priorities: credentialing, removing barriers, transfer credit, areas with high need for talent

- Our actions to help students: program-level analytics to look at and make systematic changes to curricula; Equifax data (College of Business is piloting this), Stepping Blocks data; UT Seek (data at a program level dealing with debt and wages by percentile); integrating microcredentials into curricula, growing internship and career experiences (gainful employment)
- This is a bachelor's and Master's problem
- Concern #3: political agendas
 - Perception is that we're telling students what to do, say, and think; engaging in indoctrination
 - Party identification nationwide about half and half; in higher ed, political identification among faculty has become more and more liberal; perception is that more liberal faculty are hired; pushing liberal curricular agenda
 - Ideologies, in both parties, moving further and further apart (huge ideological difference between Republicans and Democrats; even Blaze Forward got some pushback from legislators who think the decision to go to college is a personal responsibility issue, and that people should pay for it themselves)
 - Legislators worried that students don't feel free to express themselves in their classrooms; worried that faculty are the ones creating this environment.
 - Views on petitions, marching, protests, encampments, occupying buildings, defacing school property—diverging views on these behaviors, depending on political leaning.
 - We're too "woke"; there's a discomfort with speed of change with social issues in this country. E.g., term "Latinx" used in academy but not as much outside of it.
 - Executive order before Thanksgiving (from Gov. Abbott) having to do with relationships and partnerships in China, Venezuela, other countries; left-leaning people more likely to view China as competitor; right-leaning people more likely to view China as an enemy. Open academy a vulnerable system. Ideological difference between higher ed, which values openness, and some of public, who asks why we're collaborating with enemies.
 - Proposed legislation at state level: free speech, antisemitism, codifying faculty senates, department chairs approved by board
 - Updating faculty governance to reflect actual practice.
 - Provost's office putting together process to review credentials like academic minors and certificates, which can stay on the books long after they're no longer viable.
 - On the bright side: while people's view of "higher ed" is bad, their view of the university they know is very favorable.
- Heading into the legislative session, it's easy to react to any given bill. This is the bigger context to understand why we're under a microscope. There are things we can do to create positive outcomes for our students.

Senator: Can this information be shared?

Chair: Yes, it will be put on Teams.

Senator: At a meeting of the Research Committee, Kate Miller discussed \$20 million from the state for research last year (I think this is a recurring line, I didn't get the details). She said \$10 million went to RISE 100, \$5 million to colleges, and \$5 million to the VP of Research. She mentioned that the \$5 million to the colleges went primarily to STEM colleges based on "productivity." Upon my questioning, she said "productivity" was defined by the amount of grants a college brings in. She then said it was the CFO that controlled that distribution and it was based on a formula established by President Karbhari.

I think it would be useful to revisit this policy. First, it is old and should be revised. Second, to define research productivity on grants seems narrow. Third, if those colleges are getting the lion's share of IDC, then perhaps research funds from the state should be distributed equally or with an eye on the fact that some schools/colleges get very little research money from IDCs. How can we address this model of distributing state funds?

President Cowley: The money we get from the state from core research is based on two factors: research expenditures and PhD production (roughly 85%, 15%, respectively). There is a pot at state level shared among the four emerging research institutions in the UT System, and the amount of money we get will vary every year, based on those two factors. That money comes to the University and goes into the budget model. Ours is a responsibility-based budget system that was fine-tuned during President Lim's administration and implemented during President Cowley's first year. Distribution into the formula follows the same model as the state (based on PhD production and research expenditures). Proportion of that money goes to the Office of Research and a proportion into the college budget model. That was the agreement about how core research resources would be distributed (budget model and state allocation taken together). Can we revisit that? Yes, but first, understand that's why and how things are done. It's a reasonable way to consider distribution of resources. But if we don't improve PhD production, we won't see an increase in those resources. IDCs is a separate conversation that the Provost and the VPRI's office have initiated.

Provost Brown: The IDC part is still related to expenditures. Grants aren't happening; there's no IDC that comes off.

Senator: [Back to President Cowley's presentation.] I understand the points about making our programs more robust and the concerns about the debt to income ratio. But so much of what people are paid in their profession is out of our control. A teacher is paid less than an engineer, but our teachers need the credential we provide them. It makes sense what we're doing, but it's frustrating, because we're providing a credential and we have no control over what they're paid. In English, we produce a lot of teachers, but teachers aren't paid well. Is there some sort of opportunity for us to have that conversation? We don't get to control what society values and what it doesn't.

President Cowley: There's no problem with English; you're doing a good job. Teachers make a reasonable amount of money. The bar we're talking about, \$14/hour, is very low. For the most part, we're not talking about professions that pay less. Early childhood education is one area on campus that does fit that extremely low wage category. With something like that, I can go to the legislature and talk about loan forgiveness or scholarship funds because society has not valued the wages commensurate to the educational qualifications we want. That's a policy issue. What I'm talking about is not that. When we have students who are graduating and can't get a job making \$14/hour, that means we're not doing something right. Some graduates are working in jobs that don't require degrees and where they can't earn a living wage. For our lowest performing program, the students at UT-Austin in the same program make about \$20K more with it on average. What are they doing differently? What opportunities do we have to improve outcomes? We need to do more to get more of those students onto those same pathways.

Provost Brown: We do have some control over the debt piece and the time to degree. The longer it takes students to finish, the more they have to pay. That's a part of these calculations as well. We have some programs with excessive hours, well beyond 120 and 150. We do have some control over embedding skills in our curriculum and helping connect students to jobs.

Jeff Jeter, Vice President for Government Relations

Update on Texas Legislature (see slides)

- Heading into the session (part-time legislature); January-May 2025; governor can call special sessions, which is where more of the political issues are addressed
- House and Senate in Texas both majority Republican
- Speaker's race within the Republican party; Dade Phelan out of Beaumont challenged and barely survived runoff in his personal seat; there's a Republican caucus election this weekend. Representative David Cook, more conservative than Phelan, has challenged him. Claims he has 48-52 of the 85 Republican votes. Could have new speaker. Won't be terrible for UTA: David Cook a friend of UTA's.
- School choice vouchers will most likely be emergency item that will happen in first 60 days.
- A lot of bills filed we'll see in media, but only a very small percentage of bills actually pass the legislature; last session 1200/8000 bills passed; about 380 are resolutions (not policy or budget issues)
- Many ways legislation can die throughout the process; harder for a bill to pass than it is for a bill to die.
- School choice, property tax relief, public school funding, border security, immigration, artificial intelligence, election integrity, electrical grid: all issues we'll see in the news
- Big surplus, which gives hope from a budgetary standpoint
- Higher education committee charges: SB 17 and 18 from last time; newer recommendations and charges include making recommendations on guidelines for faculty senates; antisemitism and free speech on college campuses; "Stopping DEI to Strengthen the Texas Workforce" (connected to a program at A&M that caught the lieutenant governor's attention), which involves examining programs and certificates at higher education institutions that maintain discriminatory diversity, equity, and inclusion (DEI) policies—not sure what will happen with this, but it looks like it is not going to be the focal point of higher ed legislation this session. At the staff level, legislators aren't interested in relitigating SB 17 and DEI reform.

- Higher education policy issues: DEI; faculty tenure legislation and implementation; antisemitism and campus free speech in every conversation at state level right now; budgetary conversations around financial aid; teacher shortages; workforce training
- Health policy issues: mental health services; healthcare workforce shortages in nursing and mental health professionals
- Our priorities/asks have been formula funding (semester credit hours we're funded on); this is the largest pot of money we receive; non-formula support; increased research support; capital needs (buildings, facilities); Texas grants (financial aid)
- If you see bills that affect you, contact Jeff Jeter or engage with your elected official as an individual or through your professional organizations; do so in a productive, professional way and having good conversations; legislators don't always agree, but they will listen; "no unforced errors."
- Invites faculty to contact him.

Senator: Are there capital expenditure requests?

President Cowley: Yes. For the Fine and Performing Art Complex and for UTA West. So far, "not yet" on legislatively appropriated capital dollars.

John Davidson, Vice President and Chief Financial Officer

Overview and Discussion of Budget (see slides)

- Goal: to align finances with strategic goals of University; largest goals every year around merit and costs like benefits and utilities
- With current budget model, more decentralization of decision-making, more transparency
- Can't spend more money than we have, so focusing on priorities
- Timeline: assumptions prepared in late fall and budget process worked through in spring.
- There are various approaches to university budgeting. Incremental budgeting is a traditional model; there are more decentralized approaches, where UTA has moved over last 5 or 6 years—we use elements of all four models (incremental budgeting, formula funding, performance funding, incentive-based models; see slide 5)
- Only 19% of our budget comes from state appropriations; tuition and fees (shortfall for this year) is largest part of the pie; 85% of \$900 million budget comes from student enrollment
- This year, we saw a modest increase in enrollment (0.6%), but demographics of students changed significantly, and different students pay different amounts of tuition
- State appropriations have gone down; 30 years ago, 70% from state (now 19%); in most other states, decline is even worse
- Budget expenditure reporting conventions: natural classification, function
- Salaries, wages, and benefits make up 58% of total budget; scholarships 9%; so, 67% of the budget is relatively fixed (see slide 10)
- Comparison to peers: on the function side, 32% expended on instruction (same as peers and aspirants); we're pretty much in line with our peer and aspiring institutions
- Revenue per full time student compared to other universities in Texas: UT Austin has \$70K per student; University of Houston, UT-San Antonio, UT-Dallas \$31K; we're at \$25K per student. That's a couple hundred million dollars difference in revenue.
- Our budget model: Budget Allocation Model [on the website](#)

Senator: Do we expect a turnaround in international enrollment?

President Cowley: I'm nervous about next fall because the incoming administration has signaled that immigrants aren't welcome. I anticipate we might see travel bans. If the state legislature acts to say DACA and undocumented students are no longer eligible for Texas grants and in-state tuition, that would have an impact on our undergraduate enrollment. The uncertainty around visa issuance (cutting a third of the federal budget means cutting personnel across the federal government): fewer immigration officers to process applications. All of that together could weaken our international enrollment numbers for next year. About 11% of our enrollment is international. This year is the peak year for high school graduation in Texas, the last year in FTIC growth. We're focused on maximizing FTIC numbers. We expect high transfer rates. The Indian visa denial rates last year were the same as sub-Saharan Africa. A lot of uncertainty and lack of predictability. Our number one ask from legislature is an increase in formula funding.

Senator: One of the things you showed us is how our budget is used compared to other schools, but just because others do it doesn't mean it's the right way to do it. Is there justification for why we do things the way we do?

John Davidson: A lot of it has to do with history. Yes—similarities to other schools means that we're not different, not that we're *right*. We did move to a new budget model to try to align how resources are allocated with how they're generated. Decentralization and less central control is to allow deans and department chairs to align resources with how colleges and programs should operate.

Senator: But the colleges and departments receive a budget from your office. How does that get decided?

President Cowley: Our budget model looks at the SCHs you're generating, research activity, formula funding, and there's an allocation out to the colleges based on revenue contribution. Under that, there's subvention. Some programs are a net cost to the university and others are net revenue-generators. Subvention rates (inner transfer of funds between colleges) are set whereby net contributors give a portion of their revenue to the University that then gets transferred to another college. Those subvention rates are set by the Provost. During the implementation of the budget model, there was a three-year hold harmless period that has ended. Last spring, the deans engaged in a conversation about who should be the net contributors and who should be the net receivers across the university. And generally, the deans agreed. For example, the College of Business is a net contributor, so they give up a portion of their revenue that they've generated, and that gets funneled to other colleges.

Senator: I recently learned that Social Work is a program that provides resources because we bring in more than we need. And because Social Work was targeted in the *Texas Chronicle* article about the low-value credentials, because the legislature sets a lot of social work salaries (people go into public service), one of the ideas a faculty member brought to me was: instead of sharing our money with, say, engineering, where the graduates make a lot more money upon graduating, we could use that money internally to support our students through scholarships. It

would be beneficial for our students (many of whom are from underrepresented groups) to reduce their income to debt ratio.

President Cowley: We can talk about subvention rates with the Provost. But one of our dilemmas is that we are spending too much money on institutional aid and helping low-income students make it through. We're well below our peers with revenue coming in from students because of the demographics of who we serve. It's a delicate balancing act: putting money toward aid to support students and putting it toward resources for our students while they are at UTA. The UT System is giving us some money to raise the Blaze Forward income threshold to \$100K, but we're going to have to pay for it too. So that's going to be the top budget line before we get to anything else. Don't worry about the article; Social Work is not one of the programs we're worried about.

Shanna Banda, Assistant Vice Provost for Faculty Success

- Call for nominations for the Academy of Distinguished Service Leaders.
- Re. AI on campus, all the moving parts and partners: introduces Lee Pierce, a director in OIT Planning and Management, who is the chair of UTA's AI Task Force; there is an AI Community of Practice meeting on December 12.

Jon Fagg, Director of Athletics

- Athletics: 3.059 cumulative GPA; 21 semesters straight above a 3.0; 69% federal graduation rate; 89% graduation success rate (more adequately accounts for transfers); 55 graduates last year (about 25% of our overall student athlete population)
- Volleyball doing really well: 29 and 2, 20-game winning streak, Coach of the Year, Player of the Year, Freshman of the Year; 4th in the Commissioner's Cup (overall health of athletic populations relative to conference peers)
- Basketball season starting; men picked to finish 2nd and women picked to finish 3rd (last year 9th and 11th)
- Athletics is the icing on the cake, adding value and recognition to the UTA brand
- Entering a new age of college athletics with NIL; major lawsuit against the NCAA and all the institutions called the House Settlement. Being settled out of court to the tune of \$2.87 billion. NCAA and member institutions paying for not compensating student athletes for the use of their name, image, and likeness (NIL) dating back to 2016. UTA will participate in some manner. Part of the settlement payments. Not a huge amount, but meaningful.
- Student athletes now transferring at will; makes student athletes more similar to regular students. We are the beneficiary of that. One of our current basketball players used to play for Kentucky and Villanova; we have a chance to add some more flavor.
- Question about Moving Mavs: not part of House Settlement because they aren't part of NCAA sports; they're under Student Affairs.

Senator: Where will that House Settlement money come from?

Jon Fagg: From NCAA revenue, payable over time; from revenue distributions to member institutions (we won't get as much money from the NCAA for the next 10 years at least); for us it's probably in the neighborhood of a couple hundred thousand dollars a year for 10 years.

Senator: When are we going to have football?

Jon Fagg: It's about \$50 million to provide infrastructure for a team. I didn't come here to start football.

Jackie Fay, COACHE Survey Steering Committee Chair

- Survey will launch in February 2025 (open until April); senators should introduce the survey to their departments early in the spring semester by presenting the slides Jackie has put together at a faculty meeting and serving as champions for the survey. (The slides will be distributed to senators.)
- The slides explain/introduce the survey and answer frequently asked questions. They also explain what happens with the COACHE survey data and what the impacts and improvements from the last COACHE survey have been.
- Jackie Fay and Leaf Zhang are available to give presentations at department meetings.

Senator: Yes, there was a salary study, but most of us didn't see anything, and there's been inflation. So what did it *really* do?

Jackie Fay: The number one issue at most universities is faculty compensation. Here at UTA, faculty did a salary study, a very unusual thing; we presented a data set that showed we weren't paid at a rate equivalent to our peers. Of course I agree, I wish it were more, but we never want to run the risk of it being less if we didn't strenuously or compellingly make the case. Part of the recommendations was to continue the work to review salaries every year. We should aim to move to X percentage of the national median. With two sets of COACHE data, we'll have longitudinal data to draw from.

Senator: Will there will be reminders?

Jackie Fay: Yes.

Senator: One of the things faculty really wanted was support for graduate students, and that did happen because of this survey.

Senator: So is the link in the email individualized and personalized, so they can't be forwarded?

Jackie Fay: Yes. But it's not traceable. The questions are individualized based on faculty role. It's an external survey, from Harvard. It's a branching survey coded to faculty titles. You'll get questions relevant to your job duties. No forwarding.

Motion from floor to hold Faculty Senate Forum in executive session for the remainder of the academic year; seconded; motion carries. Senate enters executive session for Forum.

Meeting adjourned 5:00 pm

Next meeting: February 5, 2025



THE UNIVERSITY OF TEXAS
AT ARLINGTON

*Concerns about
Higher Education
and UTA data and
responses*

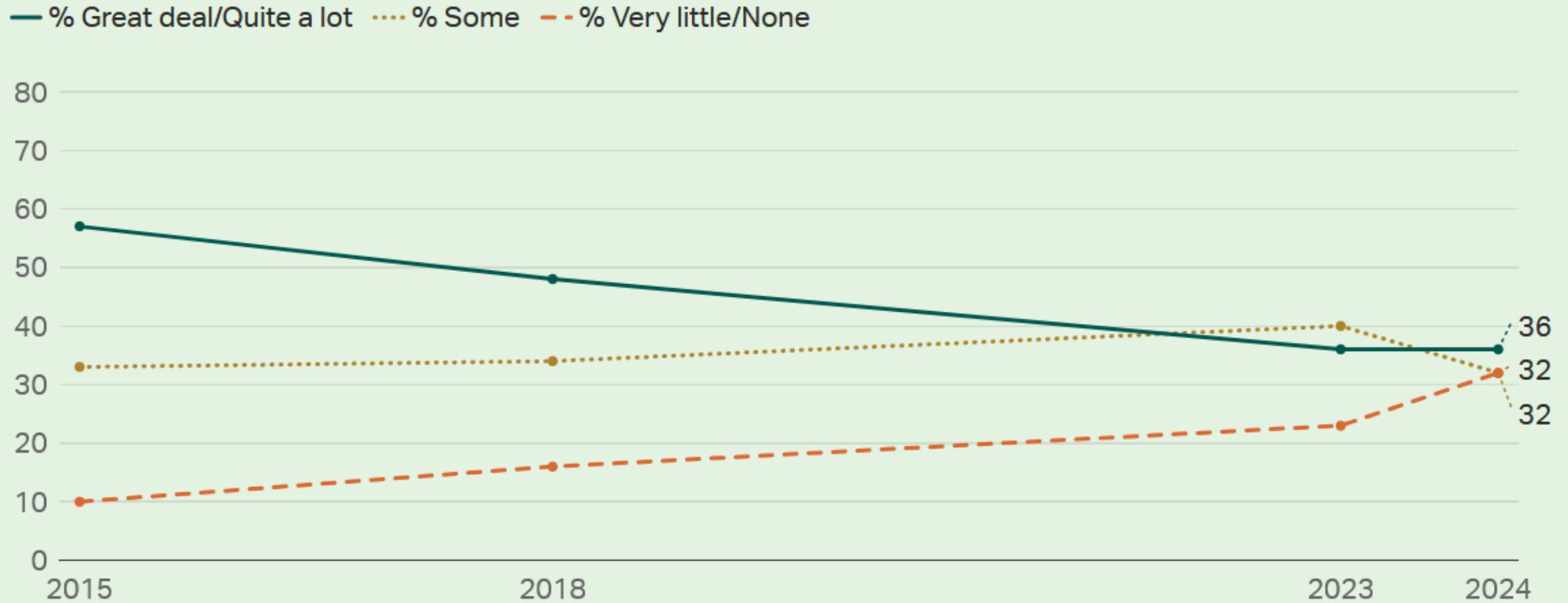
***68% of Americans Believe
Higher Education is
Moving in the Wrong
Direction***



Source: Lumina Foundation/Gallup Confidence in Higher Education survey, 2024

Confidence in U.S. Higher Education

Please tell me how much confidence you, yourself, have in higher education -- a great deal, quite a lot, some or very little?



"None" is a volunteered response. No opinion percentages are not shown.

[Get the data](#) • [Download image](#)

Source: Lumina Foundation/Gallup Confidence in Higher Education survey, 2024



Reasons Americans Are Not Confident in Higher Education

Reason	%
Political Agendas (indoctrination, too liberal, not allowing students to think for themselves, too much DEI, too socialist)	41%
Don't Teach Right Things (relevant skills, degree doesn't mean much, unemployment, too much focus on sports)	37%
Cost/Expenses (too expensive, debt, underfunding, professors/admin paid too much)	28%
Quality Concerns (poor quality of professors, quality is getting worse, students not serious)	9%
Political Unrest (protests, antisemitism)	7%
Inequality (bias in admissions, disproportionate to income)	7%
Free speech concerns	2%
Poor Administration (not well run, too much of a business)	2%

Source: Lumina Foundation/Gallup Confidence in Higher Education survey, 2024



Cost/Expenses



THE UNIVERSITY OF TEXAS AT ARLINGTON

The Value of a Degree

Only 32% believe obtaining a bachelor's degree would be worth the cost

Only 39% believe obtaining a bachelor's degree would help me get a stable job

Source: Strada Education Survey 2020-2021. Adults ages 18-65 with an associate degree or less and not currently enrolled. Likely to enroll within 5 years, n=varies from 1,054 to 4,005.



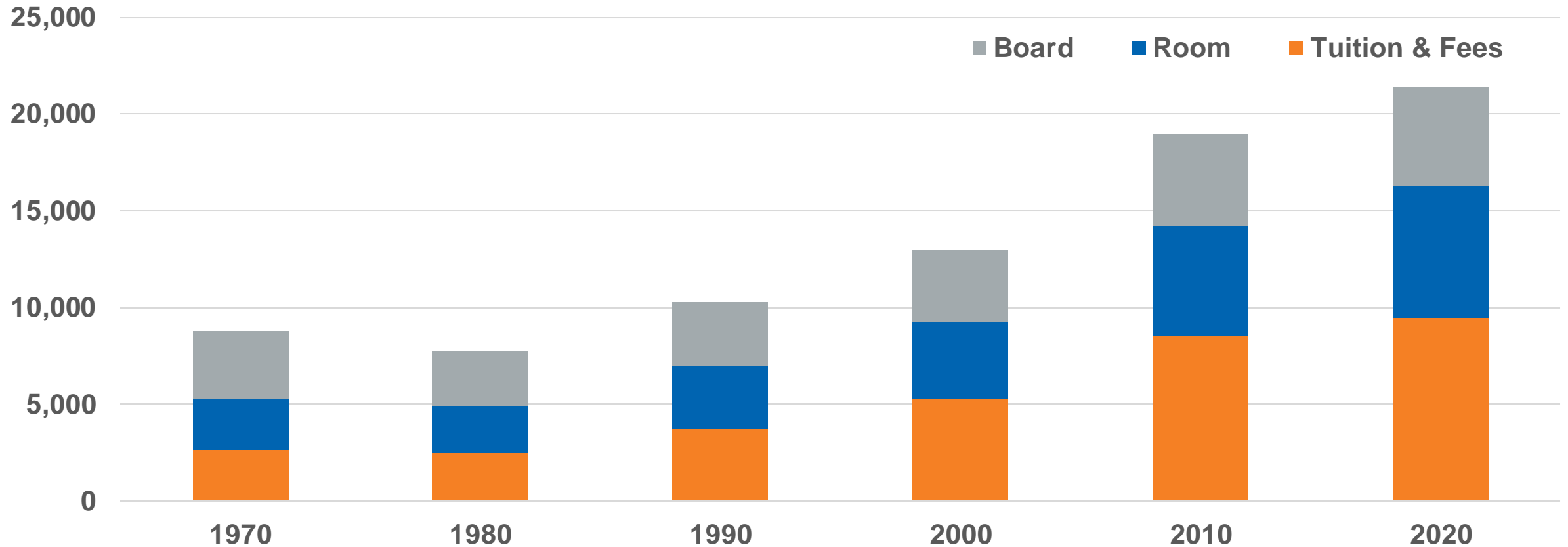


Is College Worth It?

4 in 10 bachelor's degree holders believe their degree was not worth the cost

Tuition

Cost of Higher Education at 4 Year Public Universities, held constant in 20-21 dollars



Source: National Center for Education Statistics, Average Undergraduate Tuition, Fees, Room, and Board Rates Charged for Full-Time Students in Degree-Granting Postsecondary Institutions, Digest of Education Statistics

Tuition

Sticker Price v Net Price



\$29,956



“ Tuition Discounting

25%

Discount Rate at UTA, on tuition
and fees

”

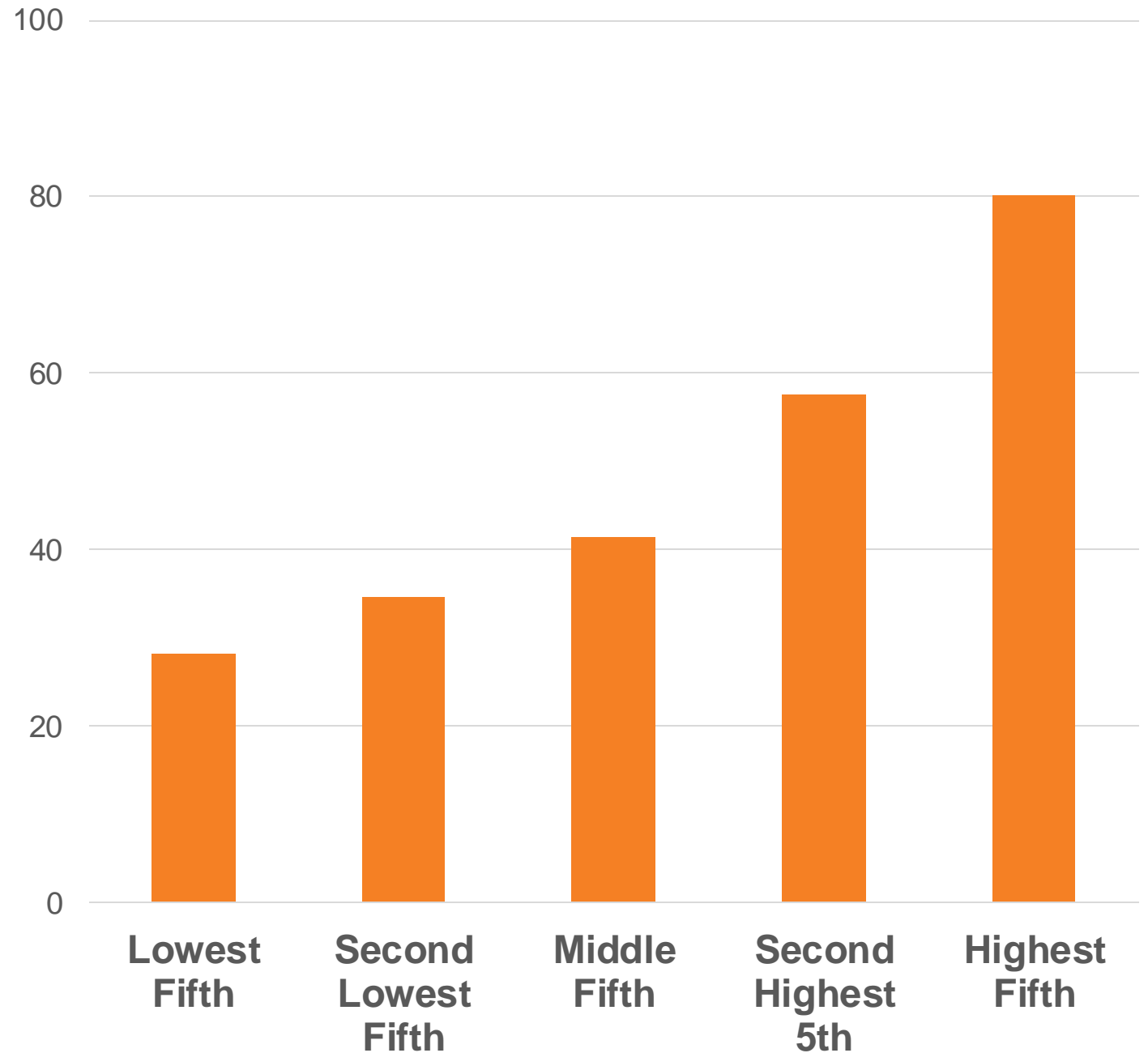


Source: UTA, Division of Business Affairs

Enrollment in College Four Years After High School Completion by Household Income

 Enrolled

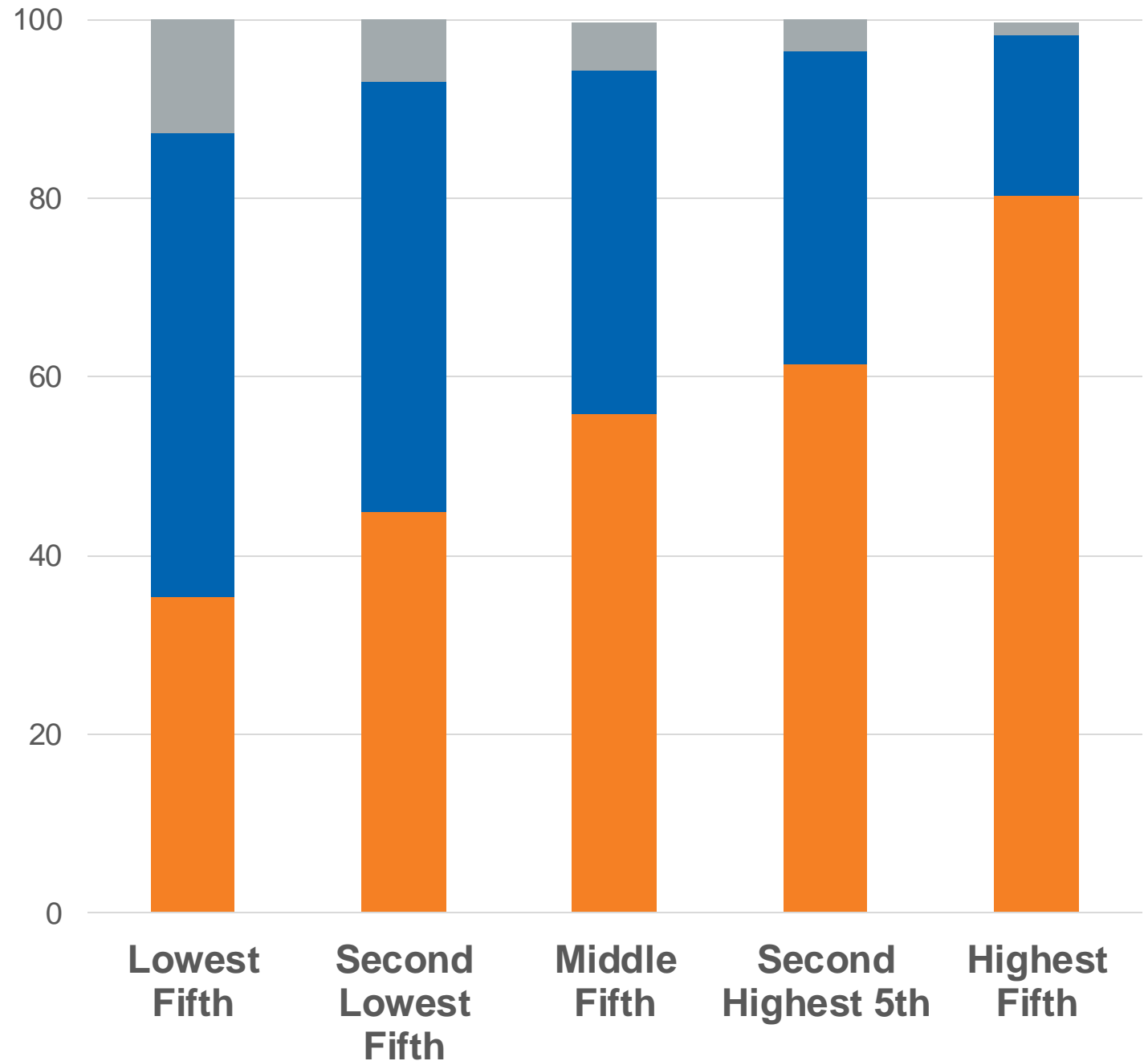
Source: U.S. Department of Education, High School Longitudinal Study of 2009 (HSLs:09), Base Year and Second Follow-up of 2016, National Center for Education Statistics



Initial Higher Education Institution of Enrollment by Household Income

- Enrolled in 4-Yr University
- Enrolled in 2-Yr College
- For Profit College/University

Source: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009, Base Year and Second Follow-up of 2016

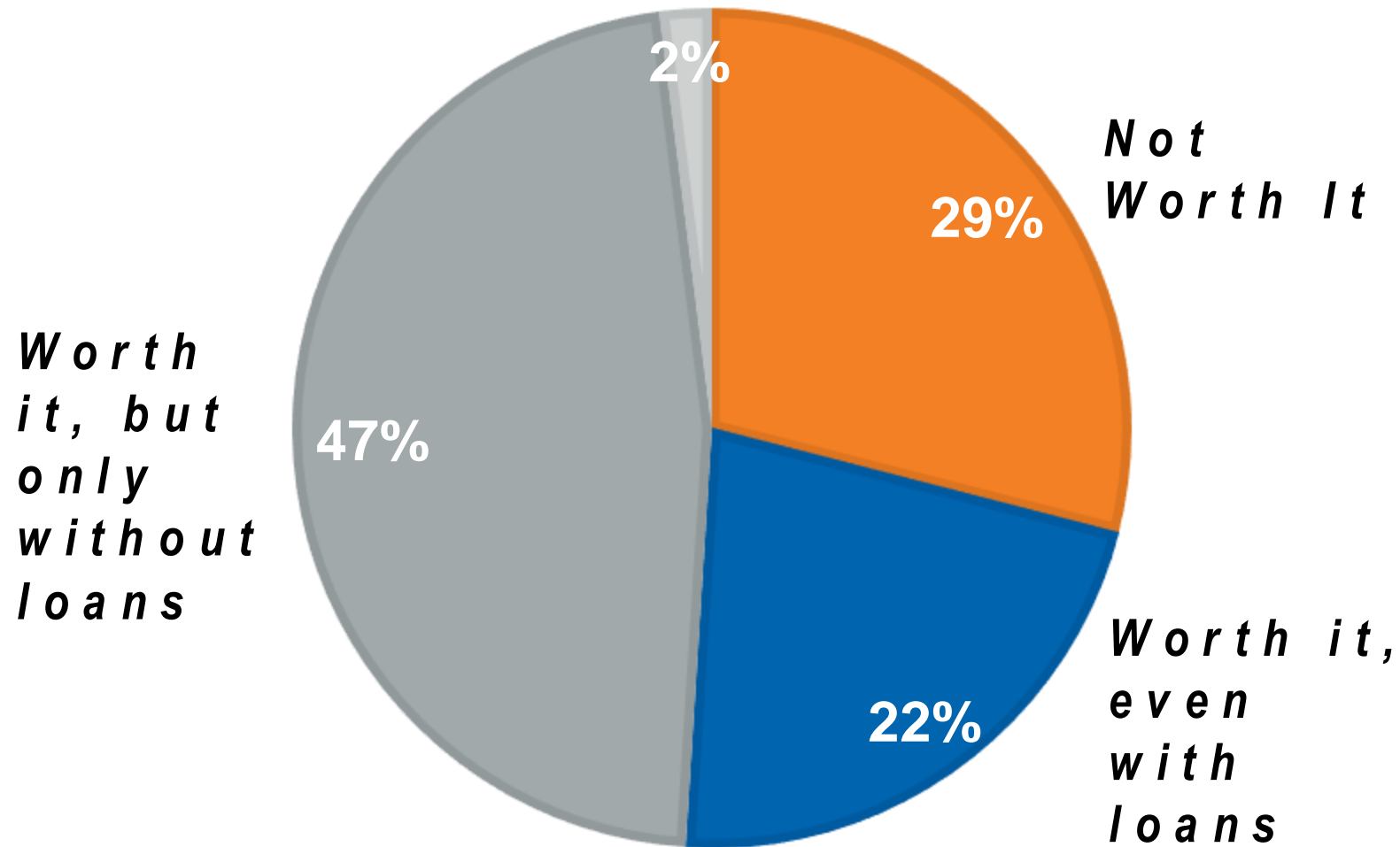


Sticker Price v Net Price, 2020-21

	Sticker Price	Net Price
UT Arlington	\$29,956	\$15,209

Getting a Four Year College Degree Today Is ...

■ Not Worth It ■ Worth it, even with Loans ■ Worth it, but only without taking loans ■ Unsure



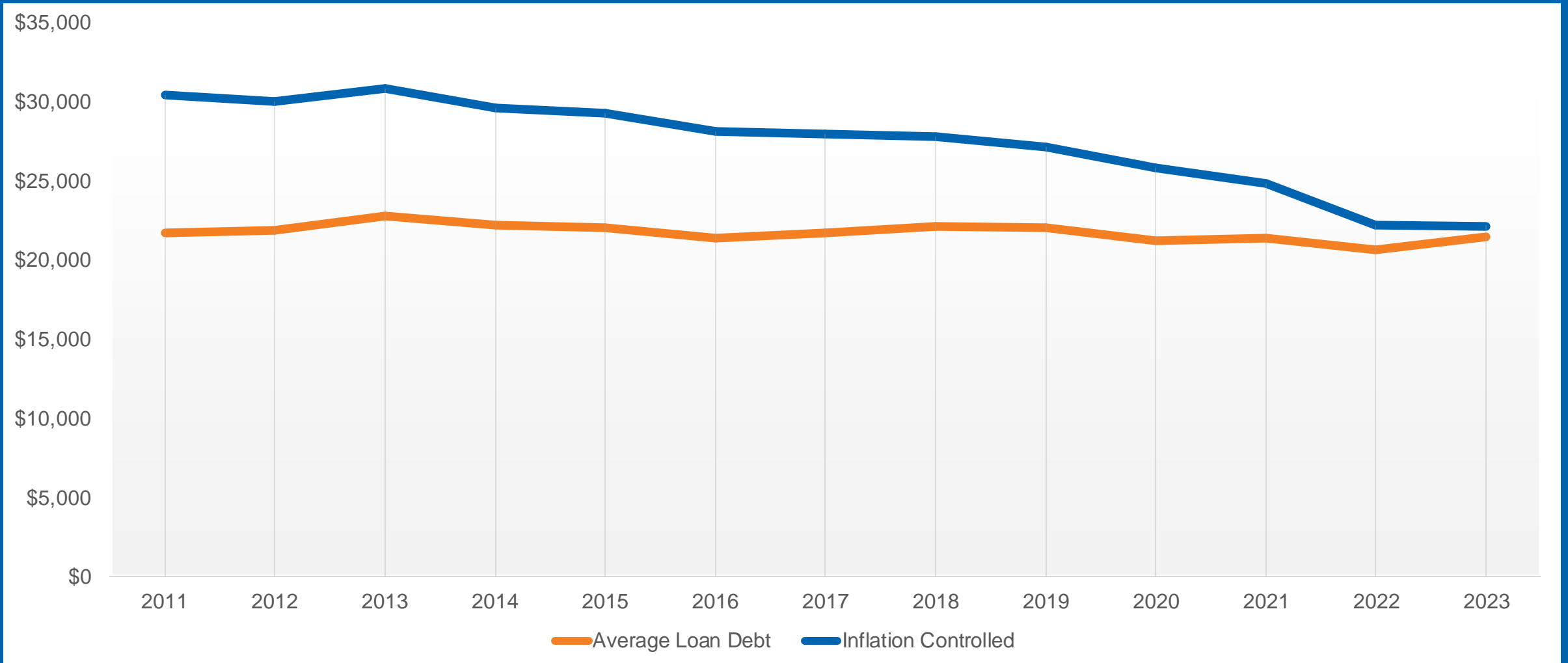
Student Loan Default Rates

- **By 2019, 20% of borrowers were in default on their student loans.**
 - In Texas, nearly ½ of borrowers who did not graduate defaulted within 12 years
- **9.7% default rate among borrowers 3-years after entering repayment (2017 repayment cohort)**
 - 7.0% at 4-Yr Publics (non-completers 15.1%)
 - 6.3% at 4-Year Private Non-Profit (non-completers 17.5%)
 - 12.9% at 4-Year For-Profit (non-completers 17.9%)

Facts about Debt at UTA

- **4 in 10 undergraduate students complete their bachelor's with NO debt**
- **Among those who do borrow, the average debt at graduation is \$21,756**
- **9 in 10 students graduate with less than \$30,000 in debt**
- **< 0.3% leave UTA with \$100,000+ in debt**
- **UTA's 3-Year Default rate 5.8% (2017 cohort)**

UTA Loan Debt of Bachelor's Graduates



Student Success Outcomes

THECB has set a goal of that by 2030, 95% of our students will graduate with either no undergraduate student debt or manageable debt in the context of the potential earnings for that credential.

Source: Texas Higher Education Coordinating Board

Student Success Outcomes

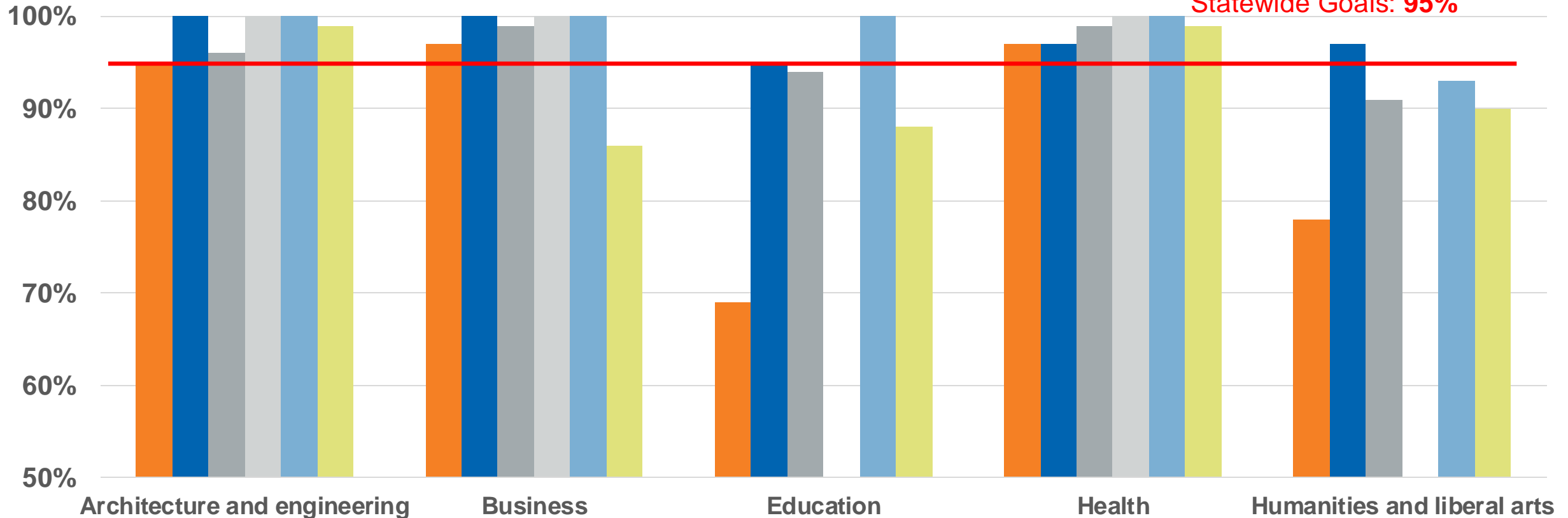
At UTA, 94% graduated with manageable or no debt

Manageable Debt

African American Asian Hispanic International Other White

% No/Manageable Debt by Area of Study and Race/Ethnicity
Top 5 Areas by Number of Graduates

Statewide Goals: **95%**



College Cost Reduction Act: Would require universities to make annual risk-sharing payments based on non-repayment balance of student cohorts. And would create a PROMISE grant based on university performance.

Tuition Freeze for 2-years (governor's directive)

Eligibility for state financial aid (Immigration Status)

Eligibility for in-state residency (Immigration Status)

Prohibit Boards from waiving fees/reducing costs based on income

Student loan repayment assistance in specific fields (military, border security)

Encouraging foster/residential/conservatorship care students tuition and fee exemptions

Texas Students with Disabilities Scholarship program

Tuition exemption for paramedics

Student eligibility for SNAP benefits

Athletic scholarships in case of injury

Texas Promise Grant program tuition assistance

Texas B-On-time program

Emergency Aid

UTA's Efforts to Mitigate Cost/Expense



Enhance access and affordability for all students

- Expand financial aid resources and improve affordability to remove financial barriers and ensure that all students have the opportunity to pursue higher education.
- Focus on enrollment opportunities and strengthen retention for all student populations by creating innovative programs, fostering strategic partnerships, and providing individualized support.

Optimize our financial management systems, financial models and resource utilization strategies to ensure UTA meets its financial obligations

- Improve operational efficiency and optimize costs to ensure responsible use of resources while maintaining high-quality academic and support services.
- Streamline administrative processes and invest in technology solutions to enhance efficiency and reduce overhead expenses
- Modernize financial planning to optimize resources and align strategic priorities.
- Diversify revenue streams by forging strategic partnerships with industry leaders, securing philanthropic grants and leveraging University research for commercialization.
- Cultivate a campus community focused on analytics by providing accurate actionable reports and visualizations to support strategic decision making across the institution.
- Increase financial transparency to inform decision-making and improve alignment with resources and strategic priorities.

- **49% of Full-Time Undergraduate students have their tuition and fees fully covered.**
 - Average amount of aid per semester \$6,557
- **70% of our Full-Time Undergraduate students come from households with household income is below \$85,000.**
 - 70% of these students have their tuition and fees fully covered.
 - Remaining 30% are not eligible due to inadequate academic progress, failure to meet financial aid deadline, or ineligibility for Pell grant
- **Expansion of Blaze Forward For Fall of 2025 to \$100,000**

- **Added Housing Scholarships**
- **Reduce time to degree**
 - Forecast course demand to rightsize schedule to when students need classes
 - Amplify offerings in winter and summer sessions
 - Expand graduate pathways (4+1)
- **Expand Use of Open Educational Resources**
- **Zero Base Budgeting**

Not Teaching Students the Skills They Need



Is College Worth It?

49% would have completed more education

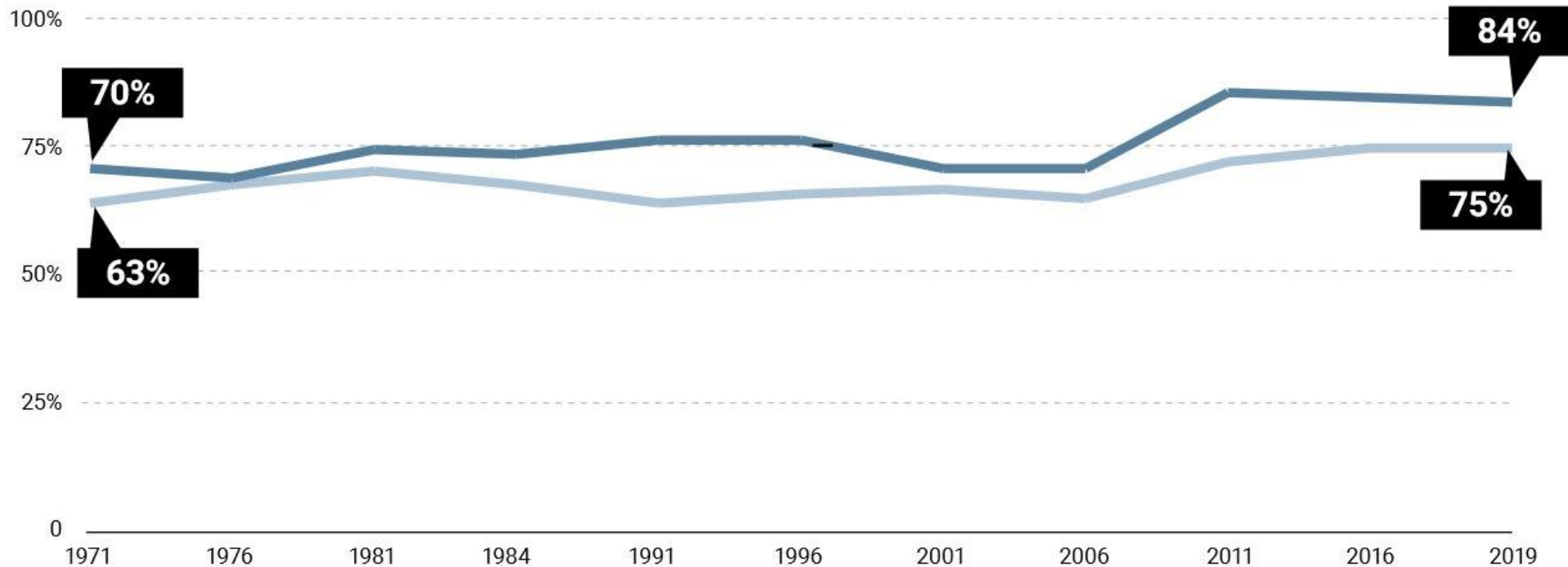
40% would have studied in a different field



Students have long viewed the purpose of college as career preparation

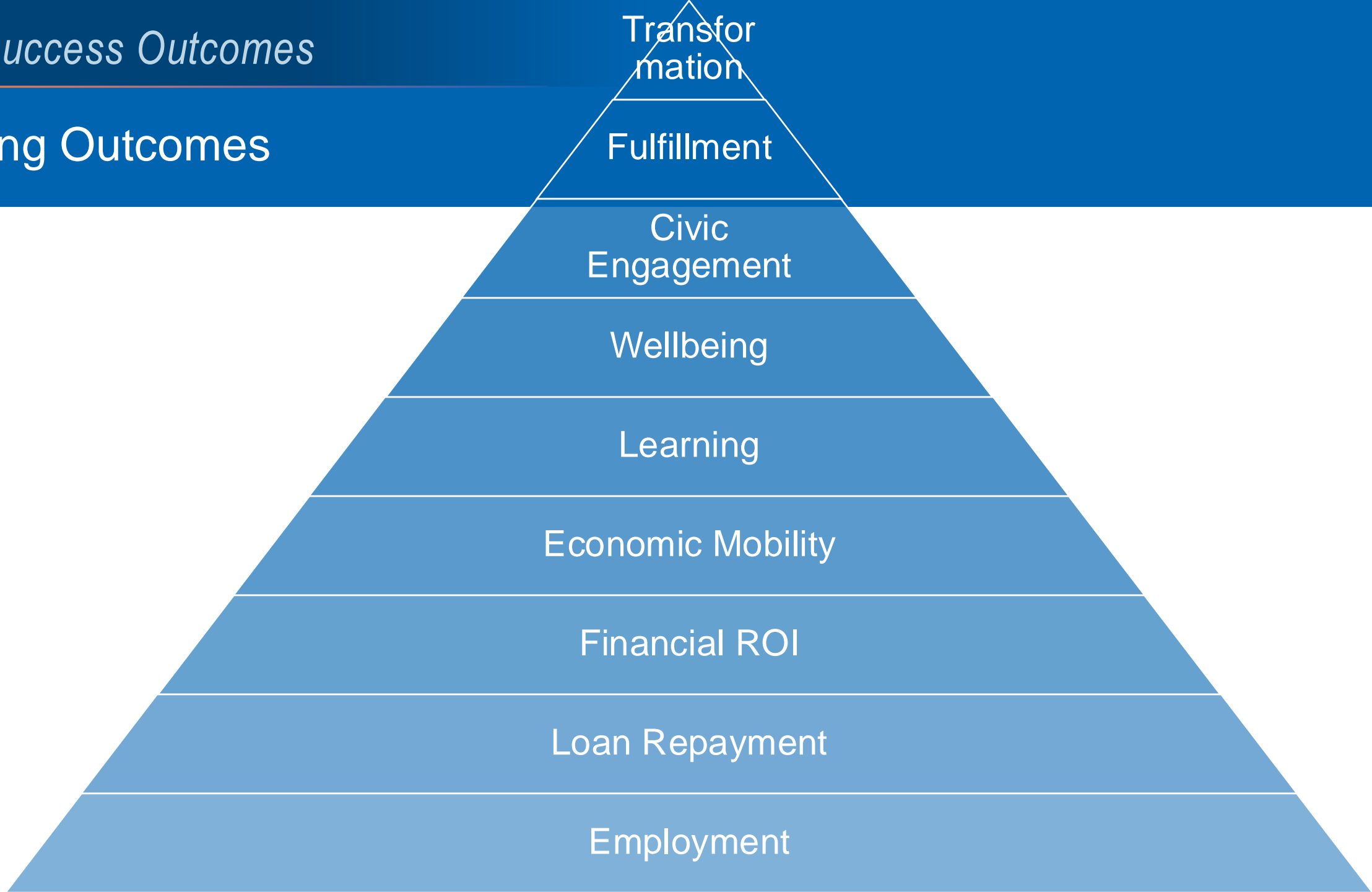
Percent of first-year students reporting reason as “very important” in deciding to go to college

■ Get a better job ■ General education/appreciation of ideas



Student Success Outcomes

Measuring Outcomes



Transformation

Fulfillment

Civic
Engagement

Wellbeing

Learning

Economic Mobility

Financial ROI

Loan Repayment

Employment

4 in 10 college students graduate and go into a job that didn't require a degree

Failure to Launch

- **Nationally, 48% of Bachelor's degree graduates will have a job that requires a degree in their first year after graduation**
- **Five years later only 55% of bachelor's degree holders are in a job that requires a degree**
- **Ten years later it is still 55%**

Differential Outcomes, Underemployment By Race, Nationally

Major	Asian	Black	Hispanic	White	Two + Races
Business	37%	52%	48%	41%	40%
Psychology	40%	47%	47%	41%	N/A
Computer/IT Sciences	9%	28%	23%	12%	N/A
Engineering	10%	36%	26%	16%	15%

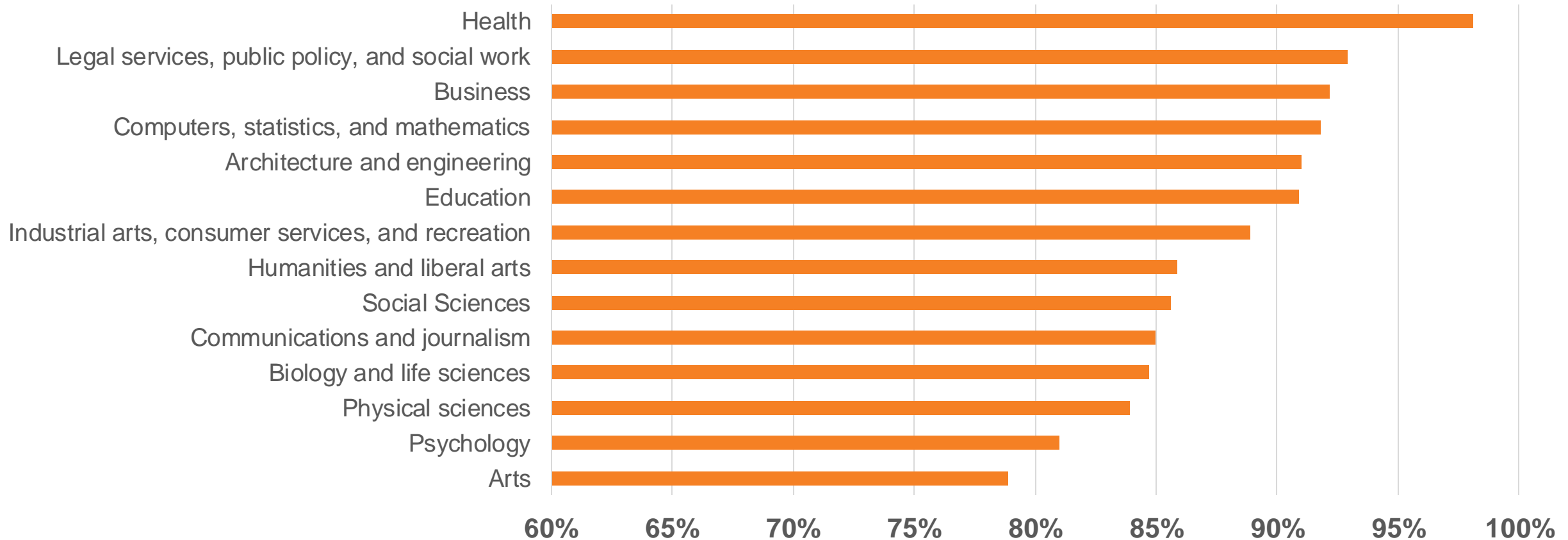
THECB has set a goal of that by 2030, 60% of adults will hold a postsecondary credential of value.

Credential of Value is measured based on the median earnings of graduates, minus the cost of the credential amortized over 10 years compared to median earnings of high school graduates. Threshold is \$33,184.

89% of UTA graduates had a credential of value

UTA Credential of Value Data

% Passing Minimum Value Threshold Within 10 Years by Area



Overall Earnings of Graduates

- **UTA has the highest Median 1st Year Wages for Bachelor's graduates of any UT institution**
 - \$67,318 Bachelor's
 - \$77,339 Master's
 - \$96,963 PhD

Manageable Debt

- **The THECB Manageable Debt measure is <10% of annual salary going to student loan debt that can be repaid within 10 years.**
- **Based on median UTA debt, this would provide a 1st year income threshold of \$29,284 (~\$14/hr)**
 - UTA has 19 programs where 25% or more of graduates have 1st year full-time employment earnings of less than this threshold.
 - Of these, 4 have median earnings below this threshold

- **Under the Higher Education Act Title IV, an education program must lead to a degree or prepare students for “gainful employment in a recognized occupation”**
 - Earnings Premium Test: Median annual earnings in a cohort 3 years after completion exceeds the earnings threshold of high school graduates age 25-34.
 - Debt to Earnings Ratio:
 - Annual Earnings Rate: % of annual earnings going to repay student loan debt (debt repayed over 15 years)
 - PASS: 8% or less
 - ZONE: 8.1-12%
 - FAIL: +12%
 - AND/OR
 - Discretionary Income Rate: annual loan payment amount is the numerator and the denominator is the median earnings minus 150% of the poverty guideline.
 - PASS: 20% or less
 - ZONE: 20.1%– 30%
 - FAIL: +30%

- **Includes graduates in their 2nd year after graduation, who are not enrolled in graduate school, who took out federal debt.**
 - Use a 2-year cohort period, or a 4-year cohort for programs with fewer than 30 completers in the 2-year cohort
- **Caps debt to the net tuition, fees, books and supplies (not living expenses)**
- **Uses data from IRS and Social Security Administration on earnings**
- **Estimated that 1% of programs at public university programs nationally could fail.**

- **UTA is currently submitting revisions to student level record data**
- **National Clearinghouse is conducting analysis**
- **Scores will be sent to universities by the end of the spring**
- **If a program receives a failing score then we cannot enroll new students and distribute Title IV financial aid into these programs until the students acknowledge in writing that they have reviewed the Financial Value Transparency information and we submit to the Department of Education**

Uses and 2nd year Income/Total Debt Ratio

- Programs above 125% to be closed
- Programs above 100% to be sanctioned
- Neither category would be eligible for state funding support
- UTA has six programs that may be at risk

- **Credentials of value in high schools for college transferability**
- **Dual credit in high schools**
- **Remove limitations on community colleges offering 4 year degrees**
- **Require standardized test scores in admission decisions for FTIC students**
- **Require an economics course in college**
- **Common course numbering for transfer credit**
- **Social Work recruitment and retention program**
- **Temporary teaching certificate for certain military and first responders**

UTA's Efforts to Teach the Right Skills

Equip students with the skills, knowledge and persistence to confidently and successfully achieve educational and career goals

- Empower students through a comprehensive career development ecosystem that equips students with industry-relevant skills and provides access to degrees, microcredentials, and certificates to adapt to a rapidly evolving job market.
- Enhance and embed experiential learning opportunities through internships, research, and service learning opportunities, allowing students to gain hands-on experience, apply classroom knowledge, and develop valuable professional networks.
- Strengthen partnerships with leading employers in the DFW region, offering students opportunities to engage with industry professionals, participate in real-world projects, and gain insights into current market trends.
- Support faculty engagement and development through proven and innovative teaching methods.

Student Success Strategies

- **Distribution of program level data for analysis for systematic substantive change**
- **Integrating Micro-Credentials into Curriculum**
 - Use of metrics to understand value created
- **Adding new majors/minors/certificates aligned with workforce needs**
- **Growing internships/career experiences**
- **Funded tuition for TA/RA in terminal master's (MFA, MLA, March)**
- **Raised graduate stipends**
- **Growing UG research experiences**

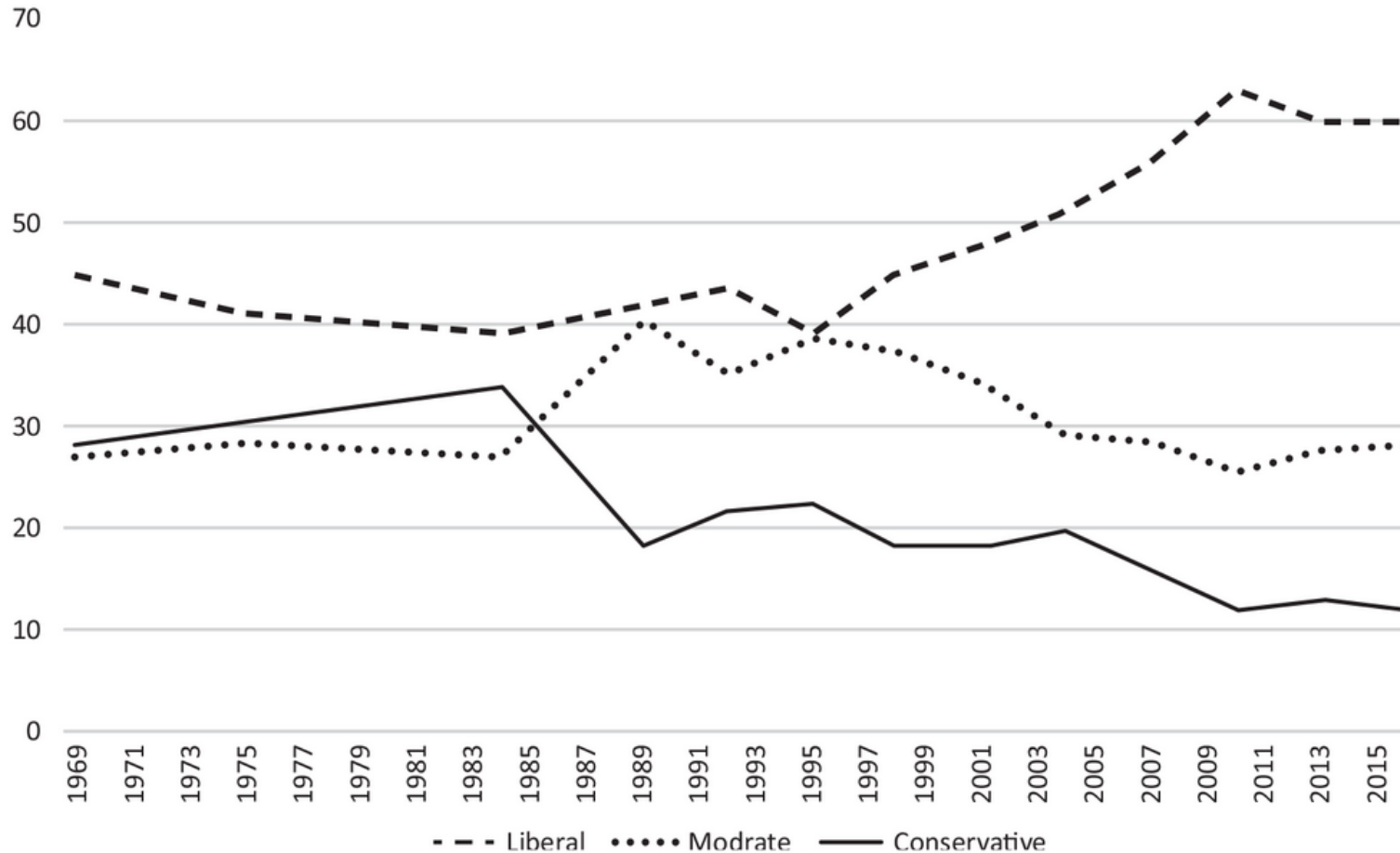
Political Agendas



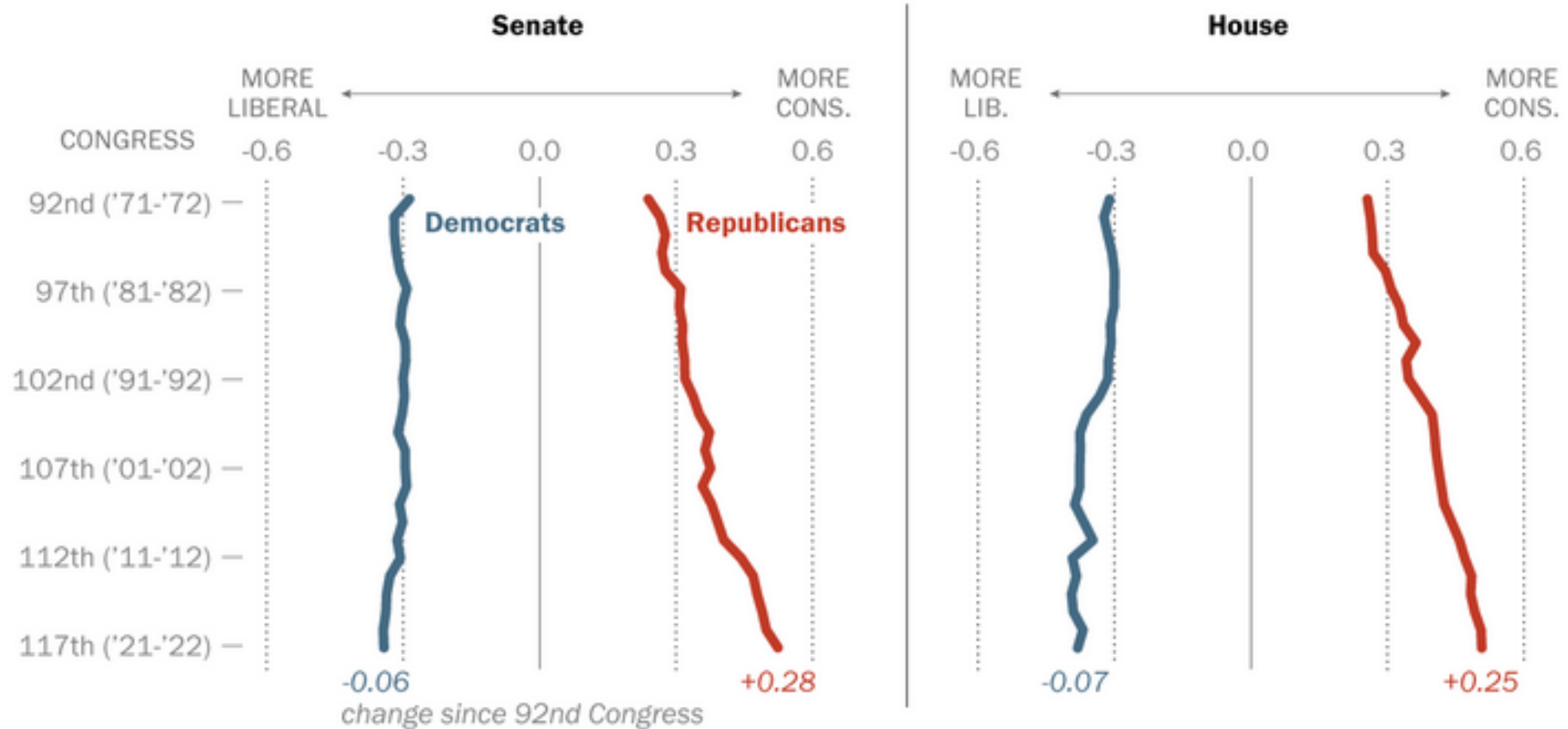
Perceived Political Agendas

college and university faculty tell students “what to do, what to say,
and more ominously, what to think,”
Betsy Devos, Former US Secretary of Education

Political Identification Among University Faculty, 1969-2015

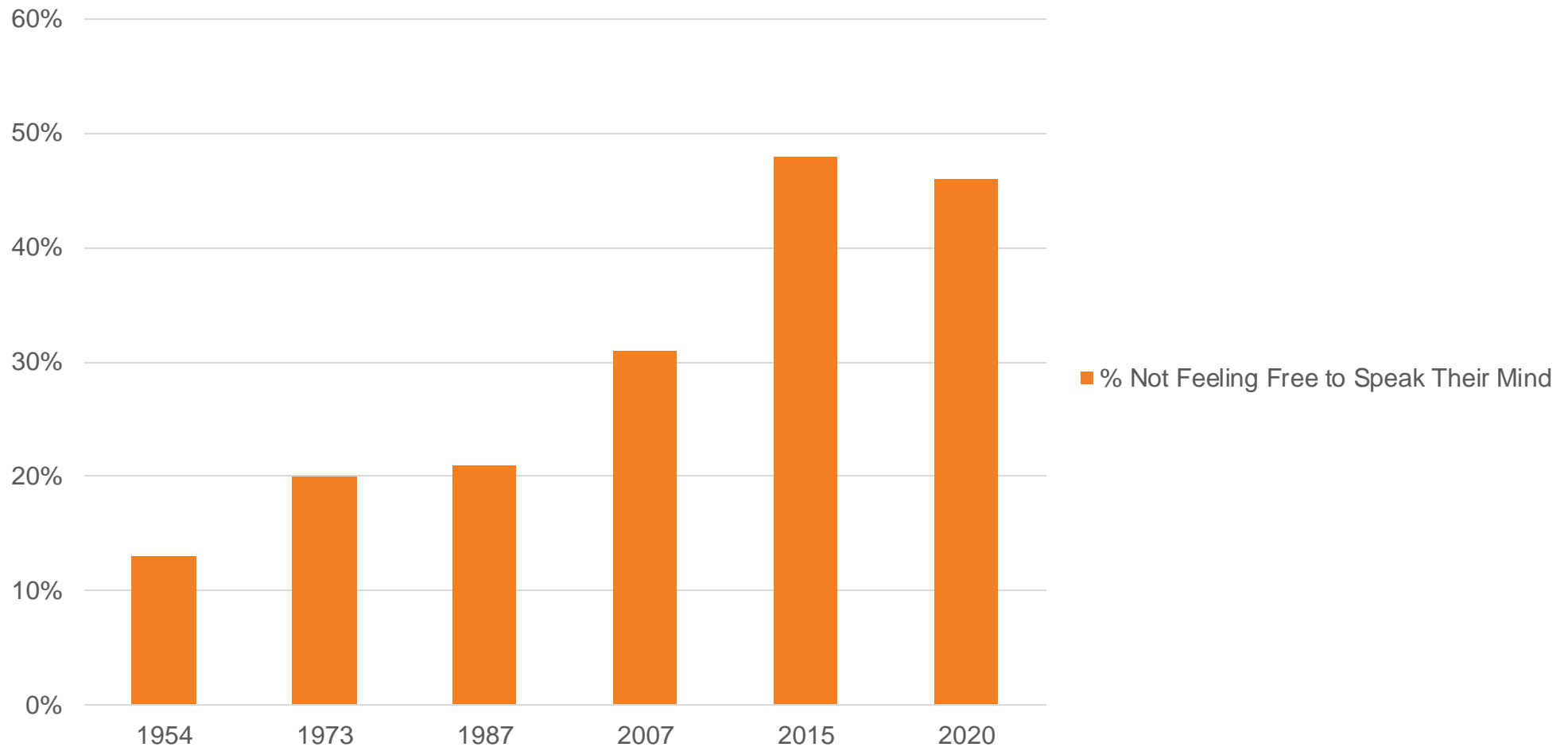


Average Ideology of Members of Congress



Perceptions of Political Agendas

Changes in Levels of Unwillingness to Speak One's Mind Among Americans, 1954-2020



Perceptions of Political Agendas

% of Students Who Feel Uncomfortable Expressing Their Opinion on a Controversial Topic

42% during in-class discussion

48% during social settings like lounges or dining halls

Perceptions of Political Agendas

% of Americans say each action is never acceptable:

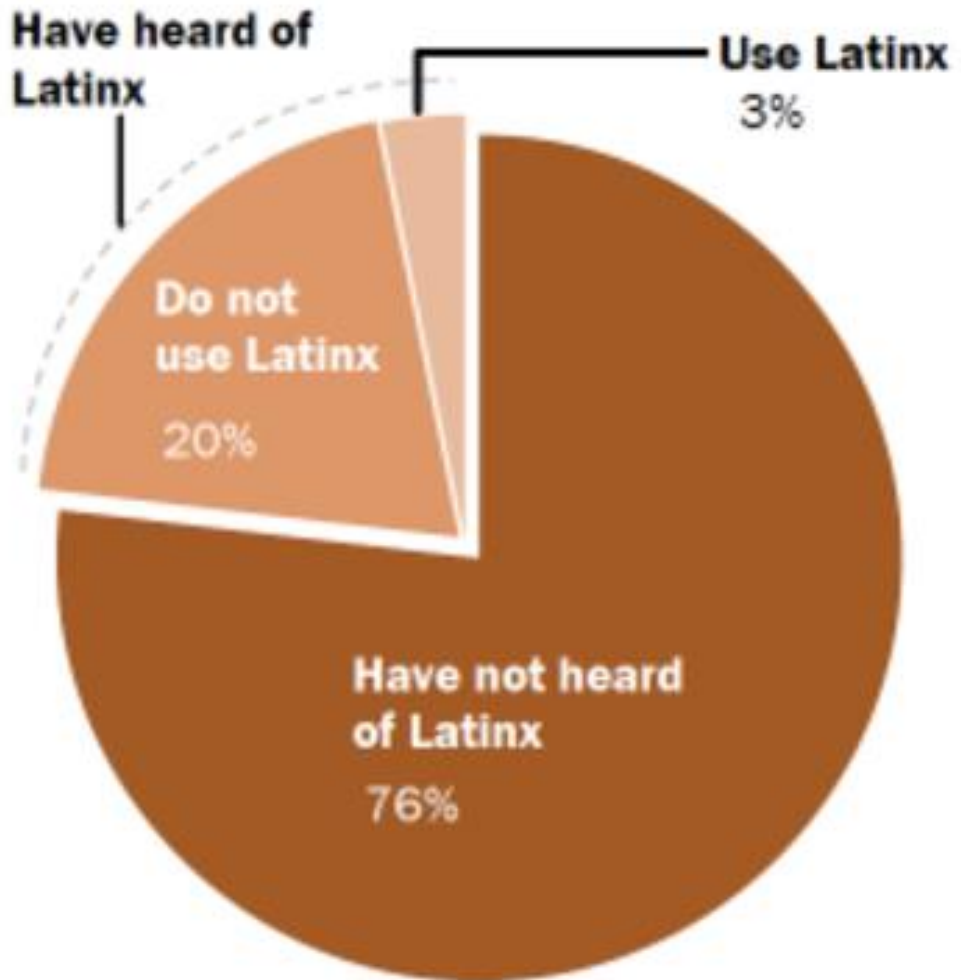
	Very Liberal	Liberal	Moderate	Conservative	Very Conservative
Creating a petition	1%	0%	6%	9%	6%
Holding a sign	4%	0%	9%	9%	6%
Marching for long distance	7%	6%	7%	16%	16%
Using amplified sound	10%	6%	18%	22%	32%
Establishing encampments	20%	23%	36%	56%	82%
Occupying buildings	22%	35%	51%	62%	79%
Burning an American flag	40%	44%	70%	80%	89%
Defacing school property	57%	60%	81%	86%	92%

Source: FIRE/NORC, 2024



Perceptions of Political Agendas

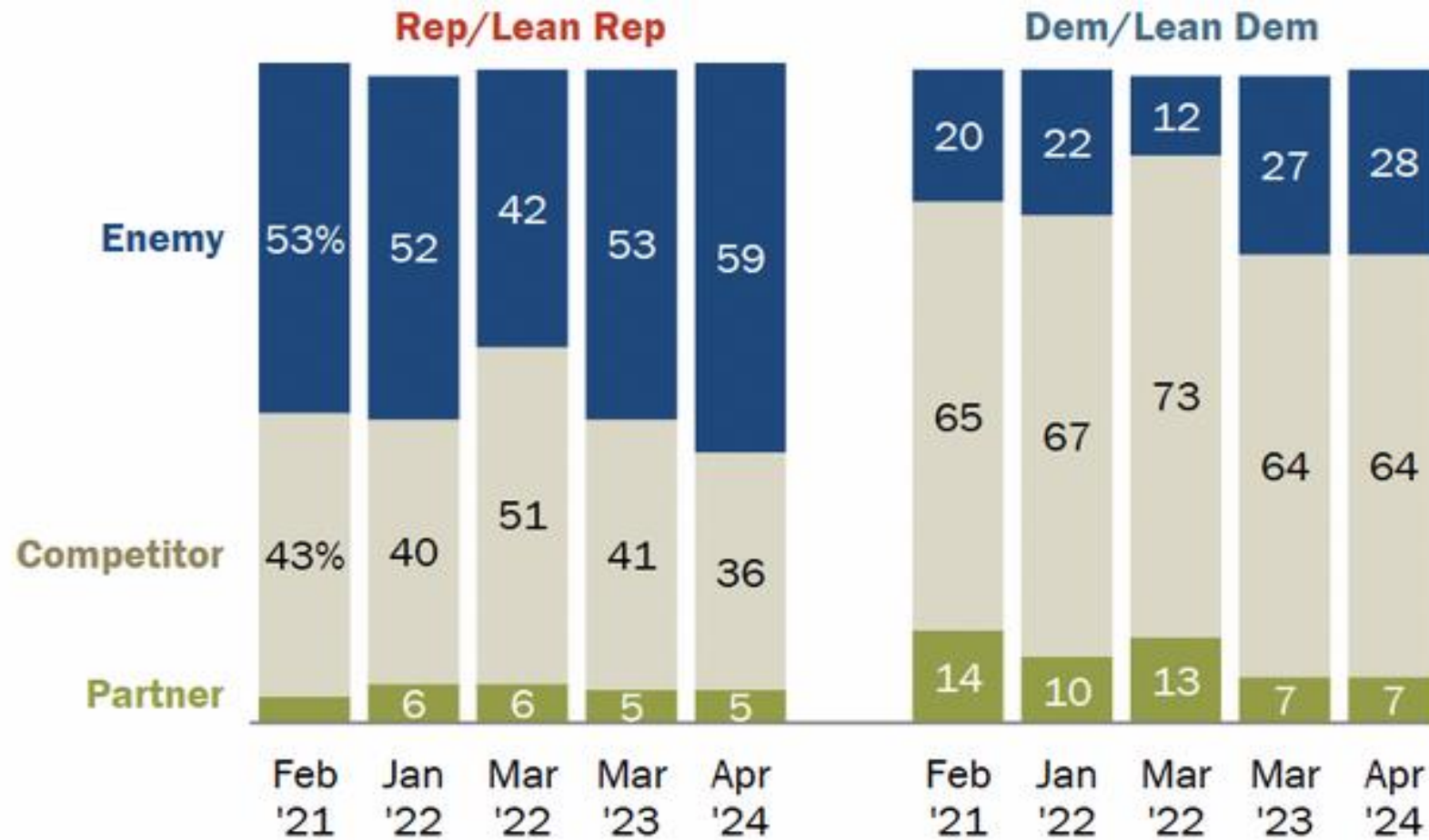
% of Latino adults who _____



Source: Pew Research Center, 2019

Perceptions of Political Agendas

% who say China is a(n) _____ of the US



Source: Pew Research Center, Survey of US Adults, April, 2024

Protection of expressive activities

Student conduct related to antisemitism

Reporting discrimination and harassment

Codify faculty senate

Prevention of research on sexual behavior or identity on children

Restrictions on relationships with prohibited countries

Board approval of hiring of department chairs

Allow student groups to limit who is part of a student organization

UTA's Efforts to Mitigate Concerns over Political Agendas



Initiatives

- **Update faculty governance to reflect current practices**
- **Adding review processes for minors/certificates**
- **Integrate career outcomes into program reviews**
- **Updated Student Code of Conduct to reflect antisemitic/antiislamic conduct**
- **Hired a research security officer and updated policy/procedures**
- **Expanding outreach and engagement in communities**
- **Creating public service internships**



UTA

THE UNIVERSITY OF TEXAS
AT ARLINGTON

89th Legislative Session Update

Government Relations

Happy Fun Time Today

THE BUDGET & TEXAS'S ECONOMIC OUTLOOK

89TH Texas Legislative PREVIEW

Overview of the Texas Legislature

- Regular sessions of the Texas Legislature occur in odd-numbered years for 140 days (January – May)
- In the interim between sessions, legislators and legislative staff consider interim charges – set by the Lieutenant Governor and House Speaker – in committee hearings
- Special sessions that last for up to 30 days may be called at any time by the governor for specific legislative issues (“the call”)

Texas Leadership Currently

- The Governor: Greg Abbott
- The Lieutenant Governor: Dan Patrick
 - Presides over Senate – 31 members (19/12)
- The Speaker: Dade Phelan
 - Presides over the House – 150 members (84/66)
- The Comptroller: Glenn Hegar
- The Attorney General: Ken Paxton



Elections & 89th Look Ahead

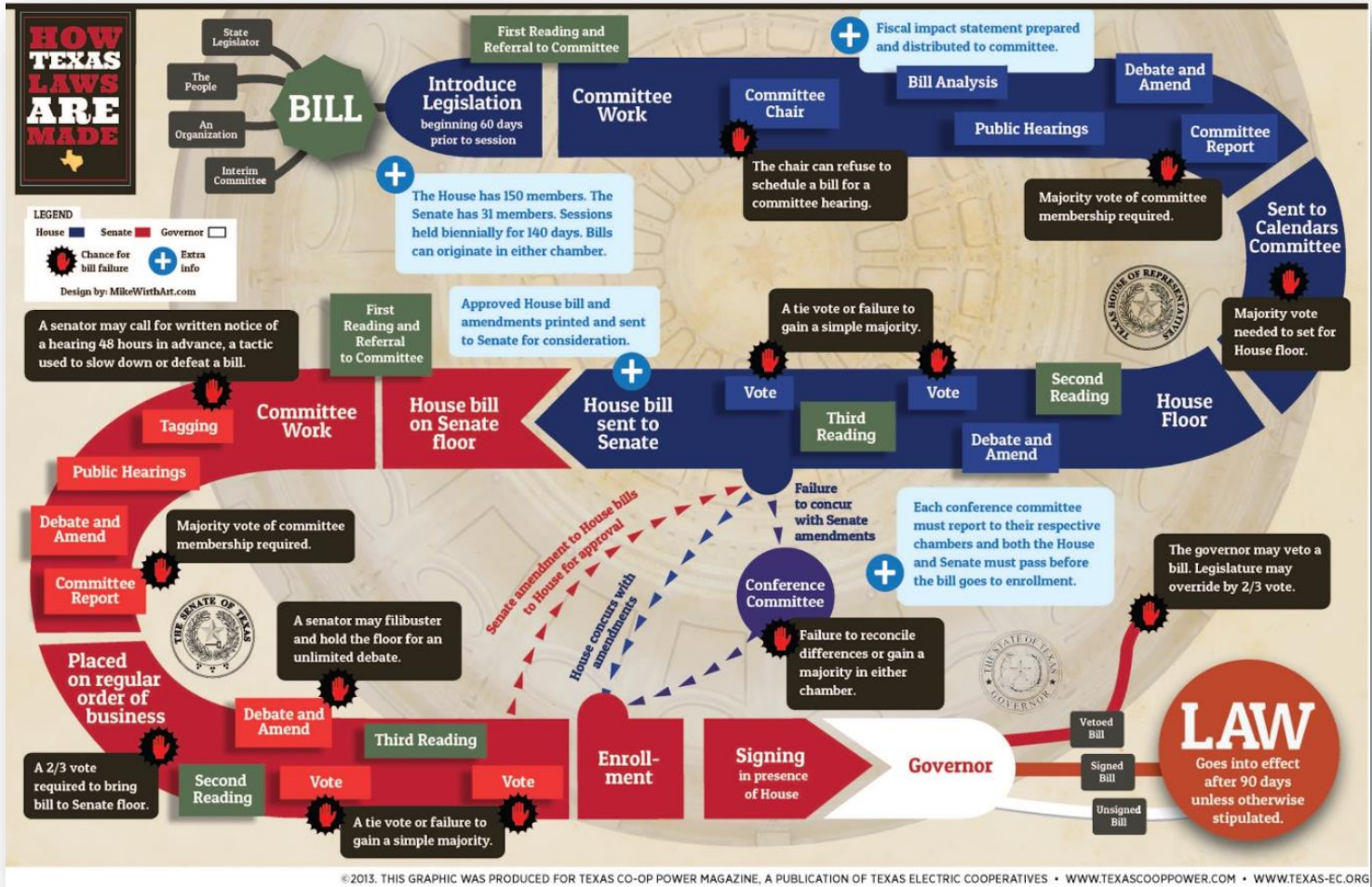
- Republican Majorities remain in Texas House & Senate
- Texas Legislature
 - Speaker Phelan survived runoff
 - 33 new House Members, 2 New Senators
 - Speakers Race -Rep. David Cook filed for Speaker
- Gov. Abbott claims there are enough votes to pass school choice

Bill Filing Stats – For the Legislative Nerds Among Us

Legislative Session	Bills Introduced	Bills Passed	Bills Vetoed <i>(including line-item vetoes)</i>
88R (2023)	8,046	1,246	77
87R (2021)	6,927	1,073	21
86R (2019)	7,324	1,429	56
85R (2017)	6,631	1,211	51

Legislative Reference Library

The many ways legislation can die.



Statewide Issues expected

- School Choice / Public School Funding
- Property Tax Relief \$\$\$
- Border Security & Immigration
- Artificial Intelligence
- Environmental, Social, and Governance (ESG) Investing
 - LGBTQ+ rights
- Election Integrity
- Electrical Grid
- Water Supplies

Recent TX Lege Updates & Next Session

- Lt Gov released Interim Charges in April 2024 & August 2024
- Higher Education Committee charges:
 - Monitor the implementation of SB 18(Tenure reform) and SB 17(DEI reform).
 - *Make recommendations on guidelines for Faculty Senate's and similar groups.*
 - Antisemitism on college campuses.
 - Examine policies of free speech on college campuses.
 - Stopping DEI to Strengthen the Texas Workforce: Examine programs and certificates at higher education institutions that maintain discriminatory diversity, equity, and inclusion (DEI) policies.

Higher Education Policy Issues

- DEI and Faculty Tenure Legislation Implementation
- Anti-Semitism and Campus Free Speech
- Faculty Senate & Governance
- Student-Athlete Compensation/NIL
- Teacher Shortages
- Micro-credentials and Workforce Training

Higher Education Health Policy Issues

- Mental Health Services
- Healthcare Workforce Shortage
 - Nursing
 - Mental Health Professionals
 - Physicians
- Rural Health Care and Telemedicine

UTA General Legislative Budget Priorities

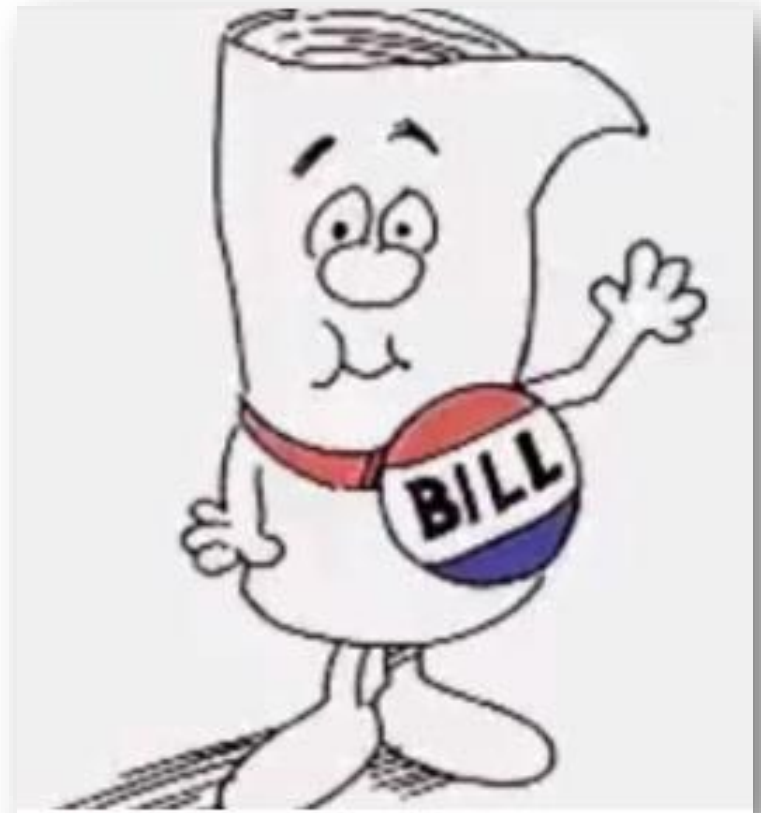
- **Formula funding – Most Important to Higher Ed**
- Non-Formula Support
- Research Support
- Capital Needs
- Mental Health Priorities
- TEXAS Grant – financial aid
- Nursing Shortage
- Higher Education Group Insurance (HEGI)



What Can you do ?

- Follow the legislature – Stay Informed
 - Texas Legislature
Online<https://www.capitol.state.tx.us/>.
- Ask Questions & Contact Gov Relations
Engage
 - Personal
 - Associations

No Unforced Errors



Upcoming Key Dates

- January 2025 – Comptroller submits Biennial Revenue Estimate
- January 14, 2023 – First day of the 88th Legislative Session
- June 2, 2025 – Sine Die- last day of regular session

Questions?

Faculty Senate

University Budgets

John Davidson

Chief Financial Officer and Vice President



General Budgeting

- Budget should be the financial and quantitative representation of the university's plan
- Budgeting should be integrated with planning and measurement
 - Approved budget is only a snapshot
 - Process is continuous
 - Always responding to new information
- Budget planning should identify areas of priority and decision criteria
- Focus on accountability versus control!
- Broadly participative process
- University history and character dictate budget approach – culture, size, mission, public/private, centralized/decentralized
- No perfect system or process

General Budgeting



Budget Activities Timeline



	1. Resource Forecasting	2a. Budget Proposal Development	2b. Budget Review Committee	3. Funding Decisions & Budget Prep	4. Accountability & Assessment
Exec. Leadership	Approve assumptions	Review budget proposals. Review model updates & outcomes. Determine alignment to goals and priorities.		Make final decisions	Respond to budget-to-actuals performance, distribute incentives, & enforce accountability
Advisory Groups	Inform assumptions	Inform budget review (e.g. provide decision input)		Inform executive leadership as needed	Inform executive leadership as needed
Unit Leaders	Receive assumptions (after approval)	Develop and present budget proposals		Receive funding decisions. Units prepare detail budget.	Execute strategy based on funding decisions
Financial Planning	Propose planning assumptions	Support budget proposal development		Facilitate budget decisions & detail budget prep	Monitor and communicate budget-to actuals performance
Time	Sept.-Nov.	Nov.-Dec and Jan.-Feb.		March - April	Sept.-Aug.

Budget Methodology

Universities use various methodologies in budgeting; Few use only one

More Centralized

More Decentralized

Incremental Budgeting

- Expenditure-based
- Focus on historical “base” and central funding priorities
- Fluctuations based on increments and discretion
- Limited incentive for revenue growth in purest form
- Simple to facilitate and communicate

Formula Funding

- Production-based
- Focus on formulas to create equitable funding
- Fluctuations based on the quantity of production
- Incentives often vary by unit (e.g., weights)
- Complexity based on formula inputs

Performance Funding

- Production-based
- Focus on formulas to reward mission delivery
- Fluctuations based on changes in production
- Incentives based on metrics (e.g., CHs)
- Complexity based on range of metrics

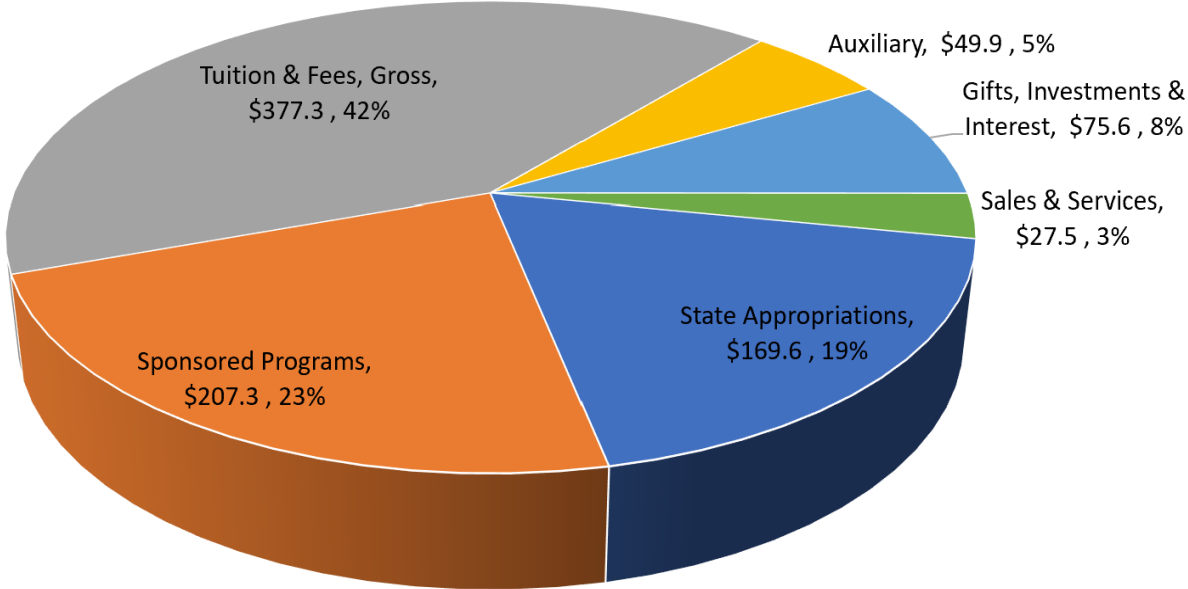
Incentive-Based Models

- Profit/loss approach
- Focus on devolving revenue ownership
- Fluctuations based on revenue & expense mgmt.
- Incentives based on authority & responsibility
- Complexity based on range of calculation of incentives

FY 2025 Budgeted Revenues

(in millions)

Budgeted Revenues = \$907.2

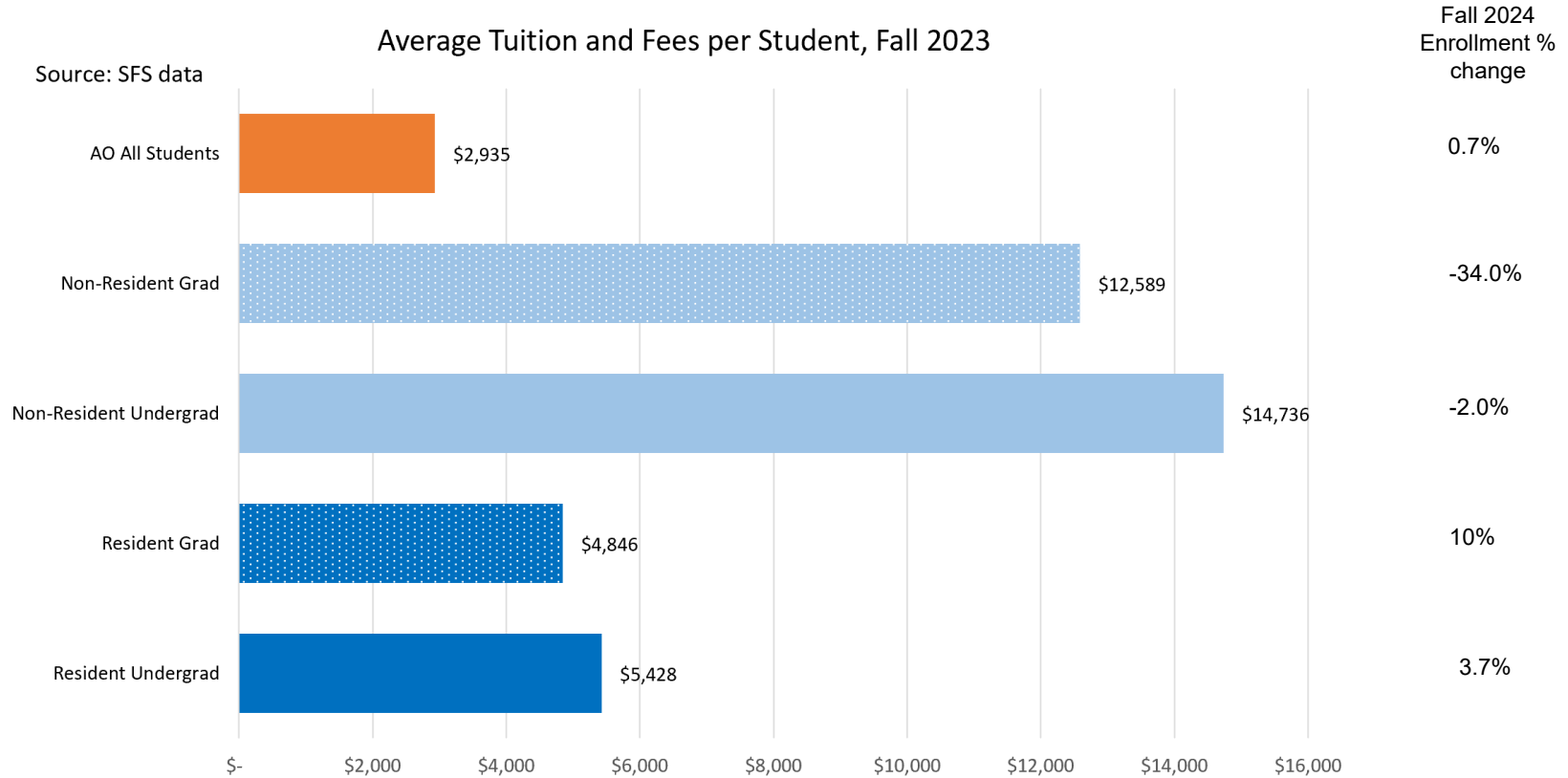


Student enrollment is the primary driver for 85% of revenues.

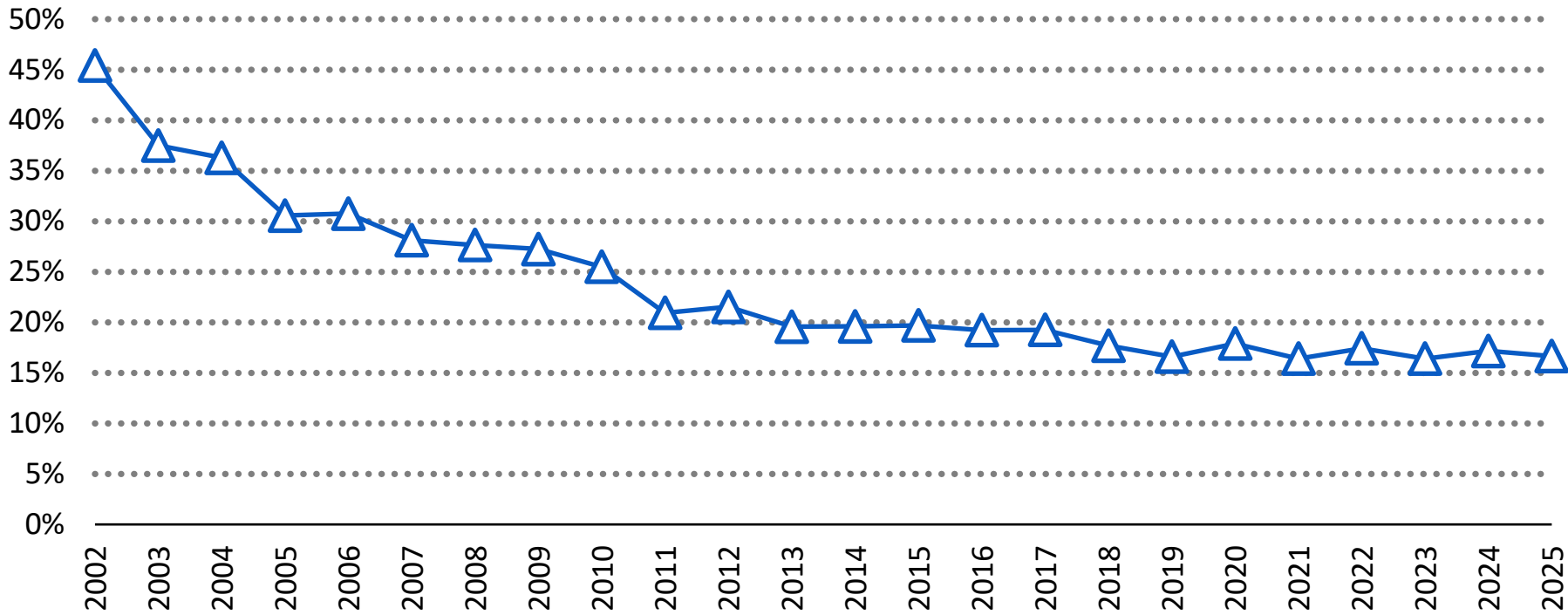
Tuition and Fee Revenues

Average Tuition and Fees per Student, Fall 2023

Source: SFS data



UTA Percent of State Appropriations to Total Budgeted Expenses



*Source - UTA Annual Financial Reports, UTA Operating Budget.

Budget Expenditure Reporting Conventions

Natural Classification

- Salaries and wages
- Employee benefits
- Maintenance and operations (M&O)
- Costs to maintain the University
- Materials, supplies, travel, repairs
- Scholarships and fellowships
- Debt service
- Utilities/Capital/Reserve

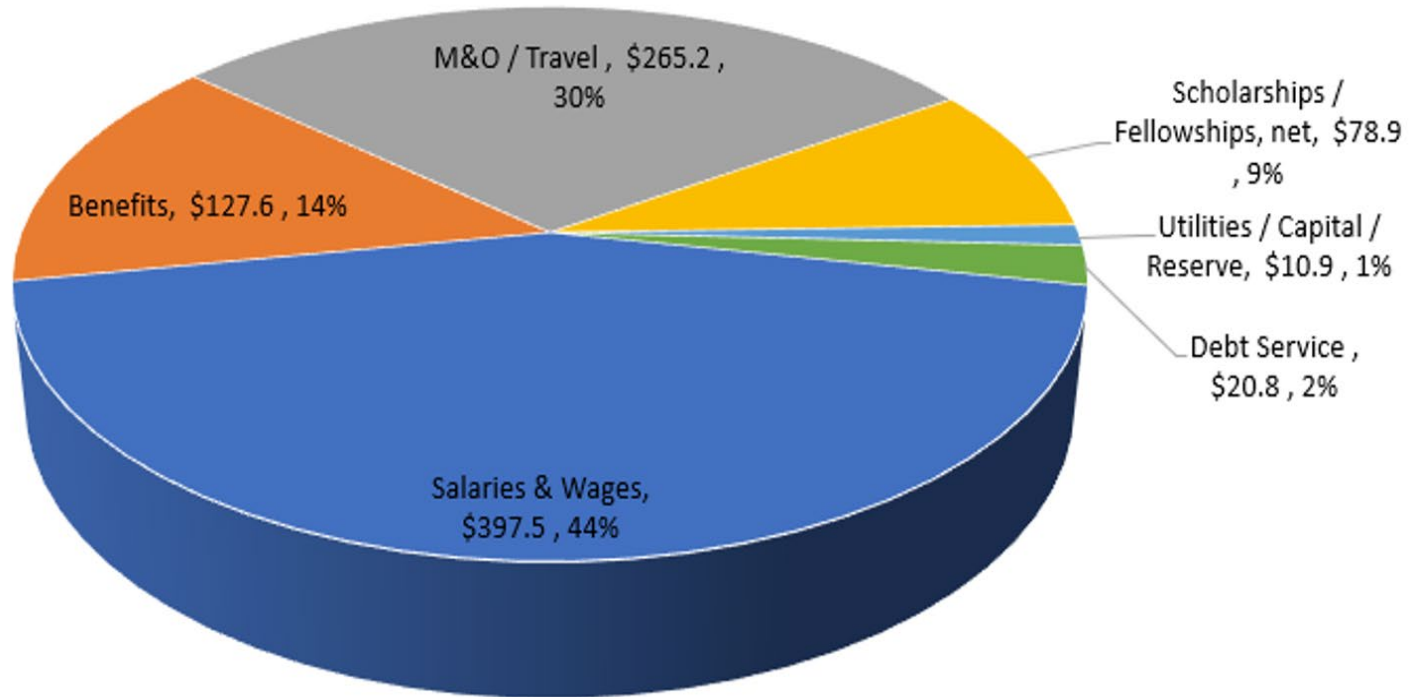
Function

- Instruction
- Academic support
- Research
- Public service
- Institutional support
- Student services
- Operation and maintenance of plant
- Scholarships and fellowships
- Auxiliary enterprises

FY 2025 Budgeted Expenditures by Natural Classification

(in millions)

Budgeted Expenditures = \$900.8



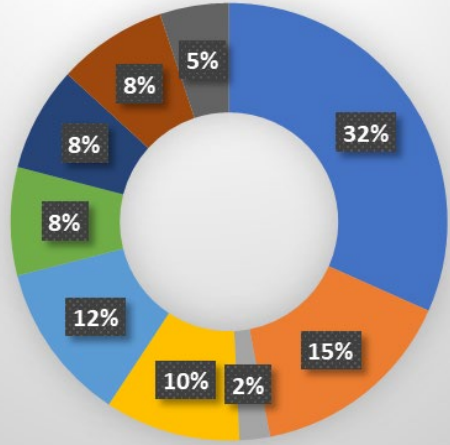
Comparison to Peers

- Texas Higher Education Coordinating Board (THECB) publishes data and reports on Texas colleges and universities
- The Integrated Postsecondary Education Data System (IPEDS) is a data collection program within the US Department of Education – all colleges and universities are required to report in a standardized method
- These agencies allow for comparisons to other colleges and universities
- A few key metrics are shown on the following slides

Level Setting – FY22 Expenditure Data

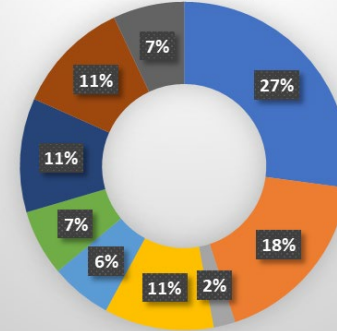
Expenditures by Function as a % of Total

The University of Texas at Arlington

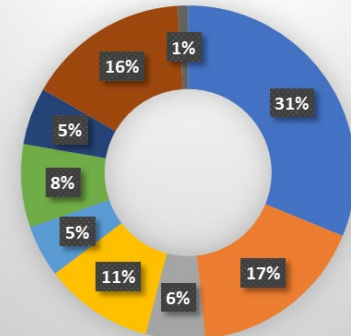


■ Instruction
 ■ Research
 ■ Public Service
 ■ Academic Support
 ■ Student Services
■ Institutional Support
 ■ Scholarships & Fellowships
■ Auxiliary
■ Other

Peer Average



Aspirational Average

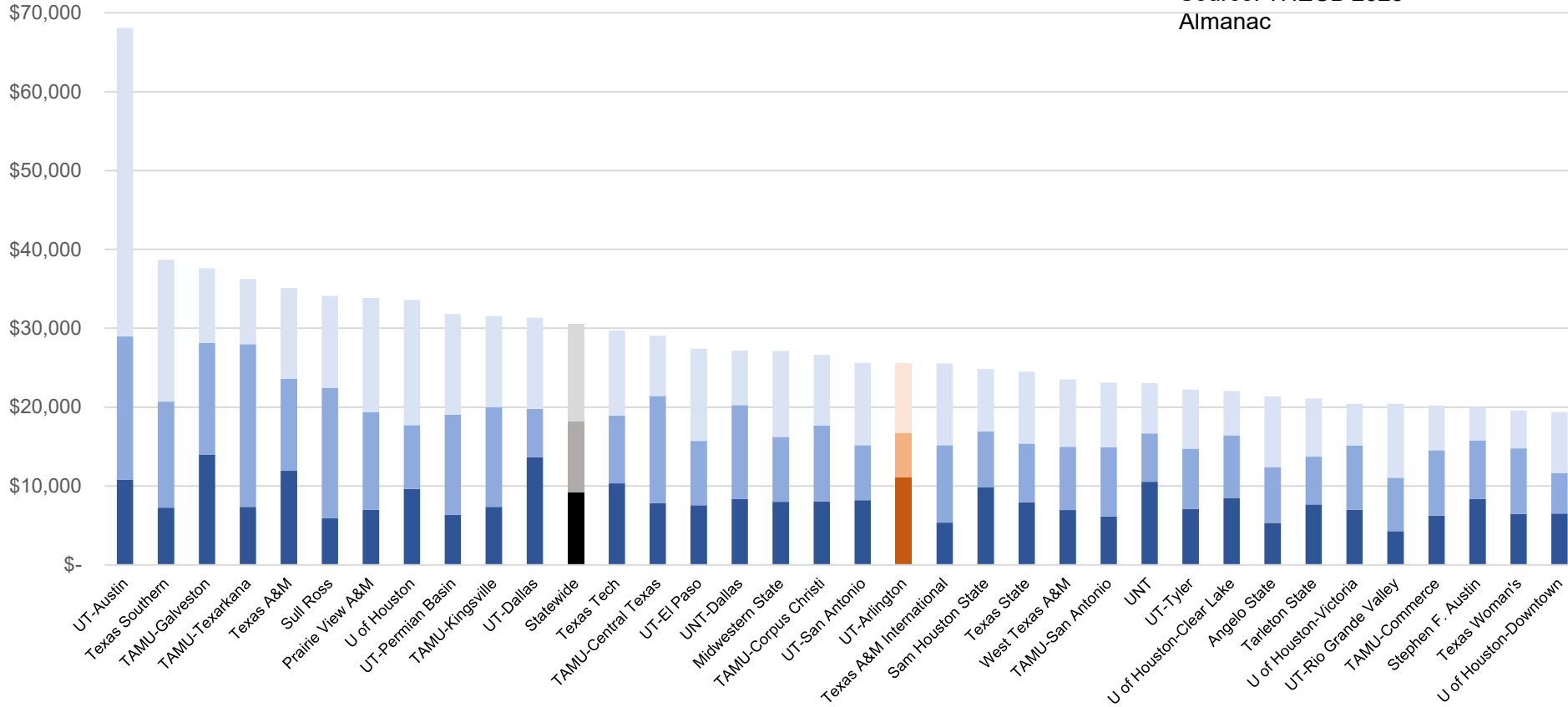


Source: IPEDS

FY22 Revenue per FTSE (Texas Public 4-Year Universities)

■ Tuition & Fees ■ State revenue ■ Other revenue

Source: THECB 2023
Almanac



Helpful Information

UTA's BUDGET MODEL: [Budget Allocation Model \(uta.edu\)](http://uta.edu)

BUDGET FACT SHEET: <https://www.uta.edu/administration/budgets-planning-and-analysis/budget-facts>

Need More Information or Have Questions?

Reach out to:

- John Davidson, Vice President Business-Finance & CFO - john.davidson@uta.edu
- Suprena Bennett, AVP Budgets, Planning and Analysis - suprena.bennett@uta.edu
- Susan Elliott, AVP Academic Resource Planning - susan.elliott@uta.edu
- Your College Business Officer

CAPPA Gus Monzon College Business Officer	College of Liberal Arts Angela Hamilton College Business Officer
College of Business Justin Smith College Business Officer	CONHI Jennifer Boyd College Business Officer
College of Engineering Arthur Go College Business Officer	College of Science College Business Officer
College of Education Stephen Wilson College Business Officer	School of Social Work Andrea Patrick College Business Officer

Appendix

College Budget Template & Definitions

BUDGET GUIDELINES

- As stewards of the resources of the University of Texas at Arlington (both public and private resources), it is imperative that we regularly review how those resources are being utilized and ensure that effective resource planning takes place using the university strategic plan as a guide. Overall, this review will focus on the:
 - Alignment of financial resources with strategic initiatives that are aligned with the university strategic plan.
 - Effective use of financial resources, including return on investment of activities, outcome assessments, and satisfaction of customers.
 - Efficient use of financial resources, including process improvements, automation of processes, and sunseting of lower value activities.

- THE BUDGET ADVISORY COMMITTEE MEETING
- The Provost, CFO, AVP of Budgets, Planning & Analysis, and the AVP of Academic Resource Planning will attend all meetings. The budget meeting schedule will be published in advance. Vice Presidents, Deans, and Faculty Senate leadership are welcome to attend any of the meetings.

College Budget Template

Revenues	FY24* Original Budget (EPM Post Final)	Adjustments to Original Budget (Permanent Recurring)	Total Recurring Funds Available (columns B + C)	Total Carry Forward and One-time Funds Available	FY24* Total Projected Revenue	FY25** Total Projected Revenue	Variance FY24* Original Budget vs FY25** Projected Revenue (column G - B)
E & G Budget Allocation	\$ 14,003,246	\$ 433,493	\$ 14,436,739	\$ 1,065,573	\$ 15,502,312	\$ 14,534,239	\$ 530,993
Designated Tuition Allocation	\$ 4,947,855		\$ 4,947,855	\$ 8,490,831	\$ 13,438,686	\$ 5,138,378	\$ 190,523
AO Revenue	\$ 50,866,587	\$ 2,200,000	\$ 53,066,587	\$ (2,478,017)	\$ 50,588,570	\$ 58,050,000	\$ 7,183,413
Mandatory Fees	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Differential Tuition	\$ 1,688,171		\$ 1,688,171	\$ 643,644	\$ 2,331,815	\$ 1,654,653	\$ (33,518)
Distance Education Fees	\$ 350,000		\$ 350,000	\$ -	\$ 350,000	\$ 392,000	\$ 42,000
Non-Mandatory/Other Fees	\$ 906,729		\$ 906,729	\$ -	\$ 906,729	\$ 865,000	\$ (41,729)
Auxiliary Revenue	\$ -		\$ -	\$ 8,371	\$ 8,371	\$ -	\$ -
IDC	\$ -		\$ -	\$ 2,065,737	\$ 2,065,737	\$ -	\$ -
Other Budgeted Org Activity/Service	\$ 70,000		\$ 70,000	\$ 1,363	\$ 71,363	\$ 40,000	\$ (30,000)
Gifts & Endowments	\$ 635,786		\$ 635,786	\$ 1,885,431	\$ 2,521,217	\$ 700,000	\$ 64,214
Transfers from Other Units	\$ 531,933		\$ 531,933	\$ -	\$ 531,933	\$ 550,000	\$ 18,067
Total Budgeted Revenue	\$ 74,000,307	\$ 2,633,493	\$ 76,633,800	\$ 11,682,934	\$ 88,316,734	\$ 81,924,270	\$ 7,923,963

Expenditures	FY24* Original Budget (EPM Post Final)	Adjustments to Original Budget (Permanent Recurring)	Projected Total Expenses on Recurring Funds	Projected Expenses on Carry-Forward Funds (one-time expenditures)	FY24* Total Projected Expenses (column D + E)	FY25** Total Projected Expenses	Variance FY24* Original Budget vs FY25** Projected Expenses (column G - B)
Administrative & Professional (A&P) (B1000)	\$ 5,177,177		\$ 5,177,177	\$ 32,000	\$ 5,209,177	\$ 5,743,376	\$ 566,199
Classified (CL) (B1100)	\$ 4,876,413		\$ 4,876,413	\$ 700,000	\$ 5,576,413	\$ 5,334,969	\$ 458,555
Wages (B1200)	\$ 64,445		\$ 64,445	\$ 329,000	\$ 393,445	\$ 238,083	\$ 173,638
Student Wages (B1210)	\$ -		\$ -	\$ 121,000	\$ 121,000	\$ 128,690	\$ 128,690
Faculty (B2000)	\$ 20,336,517	\$ 817,763	\$ 21,154,280	\$ 1,660,902	\$ 22,815,182	\$ 23,718,616	\$ 3,382,099
Teaching Assistants (TA) (B2100)	\$ -		\$ -	\$ 185,000	\$ 185,000	\$ 234,900	\$ 234,900
Staff Benefits/Fringe (B3000)	\$ 8,438,342		\$ 8,438,342	\$ 78,600	\$ 8,516,942	\$ 9,042,230	\$ 603,888
Maintenance & Operations (M&O) (B4000)	\$ 2,015,794		\$ 2,015,794	\$ 2,851,340	\$ 4,867,134	\$ 1,904,404	\$ (111,389)
AP Revenue Share Expense (B4000)	\$ 16,065,514	\$ 1,480,110	\$ 17,545,624	\$ 3,060,760	\$ 20,606,384	\$ 22,996,558	\$ 6,931,044
Instructional Connections (B4000)	\$ 1,298,226	\$ 335,620	\$ 1,633,846	\$ -	\$ 1,633,846	\$ 1,758,600	\$ 460,374
Travel (B4100)	\$ 45,000		\$ 45,000	\$ 207,500	\$ 252,500	\$ 318,350	\$ 273,350
Utilities (B4200)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Scholarships & Fellowships (B4300)	\$ 422,903		\$ 422,903	\$ 500,000	\$ 922,903	\$ 733,900	\$ 310,997
Capital (B4400)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service (B6000)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Reserve for Contingencies (B9000)	\$ -		\$ -	\$ 1,956,832	\$ 1,956,832	\$ -	\$ -
Transfers to Other Units	\$ 15,259,976		\$ 15,259,976	\$ -	\$ 15,259,976	\$ 17,415,000	\$ 2,155,024
Total Expenditures	\$ 74,000,307	\$ 2,633,493	\$ 76,633,800	\$ 11,682,934	\$ 88,316,734	\$ 89,567,676	\$ -

College Budget Template – Revenue Section

E&G Budget Allocation

- State Appropriations – including formula funding, special items, NUF Research funding, and benefits
- Appropriations, and a portion of the fringe benefits on those appropriations, are provided by the State of Texas.
- Statutory Tuition – tuition rate set by the legislature, charged to all students
- Allocations are based on budget model, strategic cross-subsidization level, restricted purpose use (special items), and other decision criteria

Designated Tuition Allocation

- General tuition rate set by board of regents charged to all students
- Allocations are based on budget model, strategic cross-subsidization level, restricted purpose use, and other decision criteria

AO Revenue

- Revenue generated by accelerated online programs – program fee rate varies by college and program

College Budget Template – Revenue Section

Differential Tuition

- Differential tuition is assessed by college/school on a per student credit hour (SCH) basis to support the instructional budget needs of that college/school.
- Differential tuition is usually charged for colleges/school that have programs with higher-than-average cost of instruction and strong post-graduate outcomes.

Indirect Cost Recovery (IDC)

- IDC refers to the recovery of overhead costs related to grants, specifically facilities and administrative (F&A) costs.
- IDC is allocated by formula.

Gifts & Endowments

- Gifts and endowments are distributed to the unit for which the donor intended and used by that unit for the purpose(s) for which the donor intended.

Non-Mandatory & Other Fees

- Non-mandatory fees are fees related to a specific course, program, or activity.

College Budget Template – Revenue Section

Other Budgeted Org Activity/Service

- Activities or programs not associated with student enrollment, such as non-degree programs, conferences, seminars, workshops, sales of services (example glass art sale in COLA), summer camps, etc.

Mandatory Fees

- Mandatory fees are fee that are required of all students as a condition of enrollment.
- Mandatory fees are distributed 100% to the unit that is providing the services for which the fee was charged.

Auxiliary Revenue

- Unlikely to be included in a college budget
- Auxiliaries are units that support the University by providing services to students, faculty, and staff.
- They are considered self-supporting, meaning they charge fees for their services and are expected to cover all their costs from those fees.
- Auxiliaries include, but are not limited to, Athletics, Housing, Food Services, Bookstore, Parking, Student Health Center, Student Activities.

College Budget Template – Expenditure Section

Administrative & Professional (A&P) Salaries

- Salaries for administrative positions such as Deans, Assoc/Asst Deans, Department chairs, Directors, and other non-teach professional positions

Classified Salaries

- Salaries for non-teaching full-time staff positions such as accountant, administrative assistant, coordinators, technology, grant writer, advisor etc.

Wages

- Salaries for part-time staff positions and research assistants

Student Wages

- Salaries for student positions and workstudy

Faculty

- Salaries related to all faculty, Tenure, Tenure-track, non tenure-track, adjunct, etc.

Teaching Assistants

- Salaries for GTA positions

Staff Benefits/Fringe

- University paid benefits for all faculty, staff, and student positions listed above
- Includes medical insurance, social security, retirement, medicare, workers comp, unemployment, and vacation/sick leave payouts

College Budget Template – Expenditure Section

Maintenance & Operations (M&O)

- Includes costs such as supplies, teaching materials, computers, equipment, food, services & consultants, postage, chemicals & gasses, fuel, books, and other materials

AP Revenue Share Expense

- Related to colleges with accelerated online programs utilizing an outside vendor, this expense is the % share of program fees paid to the vendor

Instructional Connections

- Related to colleges with accelerated online programs who utilize a coaching and advising service, this expense is the cost paid to the vendor for providing those services

Scholarships & Fellowships

- Scholarships awarded to students utilizing departmental funds

College Budget Template – Expenditure Section

Capital

- Large equipment or software purchases that meet the requirement for capitalization

Debt Service

- Not likely to be included in a college budget, this expenditure represents the university's repayment of debt borrowed for building projects (think of this like the mortgage on your house)

Travel

- Travel related to professional conferences, seminars, meetings, candidate interviews, etc.

Reserve for Contingency

- Funds intentionally unspent to use for a future purpose (i.e. saving funds for a large purpose in a future fiscal year)

Appendix B

Key Revenue Sources Explained

Higher Education Fund Accounting

Educational and General (E&G)

- State appropriations
- Statutory Tuition
- Unrestricted

Designated

- Designated Tuition
- Differential Tuition
- Fees
- IDC
- Accelerated Online (AO)
- Unrestricted

Auxiliary

- Self-supporting operations
- Housing
- Dining
- Parking
- Bookstores

Restricted

- Use defined by outside source
- Gifts
- Endowments
- Grants and Contracts

Service

- Internal sales of products or services
- Gas pump
- Some facilities services

Plant

- Used for construction, acquisition, renovation, major maintenance of assets
- Funding typically transferred from some other source

State Funding: General Operations

Formula Funding

- Determined by state legislature
- Base Period enrollment
- Weighted by program
- \$ per student
- Subtract estimated tuition revenue
- Is not updated during the biennial state budget period

Fringe Benefits

- State does not cover full cost of benefits
- Different levels of funding & different mechanisms for health insurance, retirement, and federal programs

State Funding: Other

National Research Support Fund

- ⑩ Funding provided to enhance research initiatives
- ⑩ Available only to universities in the Emerging Research group
- ⑩ Allocation formula based on both restricted research expenditures and number of PhD graduates

Special Items

Line item appropriations for a specific initiative or purpose

TRB Debt Service

Appropriated to fund the debt on bonds issued by the State for a specific project

Statutory Tuition

Statutory Tuition

- ⑩ \$50 per SCH for all students
- ⑩ Tuition rate is set in State Law and can only be adjusted by the Legislature
- ⑩ Funds are remitted to the State and are considered “state funds”

Non-Resident Statutory

- ⑩ Currently \$410 per SCH in addition to statutory and graduate differential tuition
- ⑩ Set by THECB each year
- ⑩ Funds are remitted to the State and are considered “state funds”

Statutory Tuition

Graduate Differential

- ⑩ Additional \$50 per SCH for all graduate students
- ⑩ Rate set in State Law
- ⑩ Funds are remitted to the State and are considered “state funds”

Tuition Set-Asides

- ⑩ Statutory and Non-Resident tuition are subject to “set-asides” mandated by state law
- ⑩ 15% of statutory tuition received must be set-aside for need based scholarships
- ⑩ 3% of non-resident statutory tuition received must be set-aside for need based scholarships

Designated Tuition

Designated Tuition

- Local funds, not considered state funds
- Charged in addition to Statutory Tuition
- Rates governed by Board of Regents
- Closely monitored by external parties
- Increases typically reviewed by a student committee

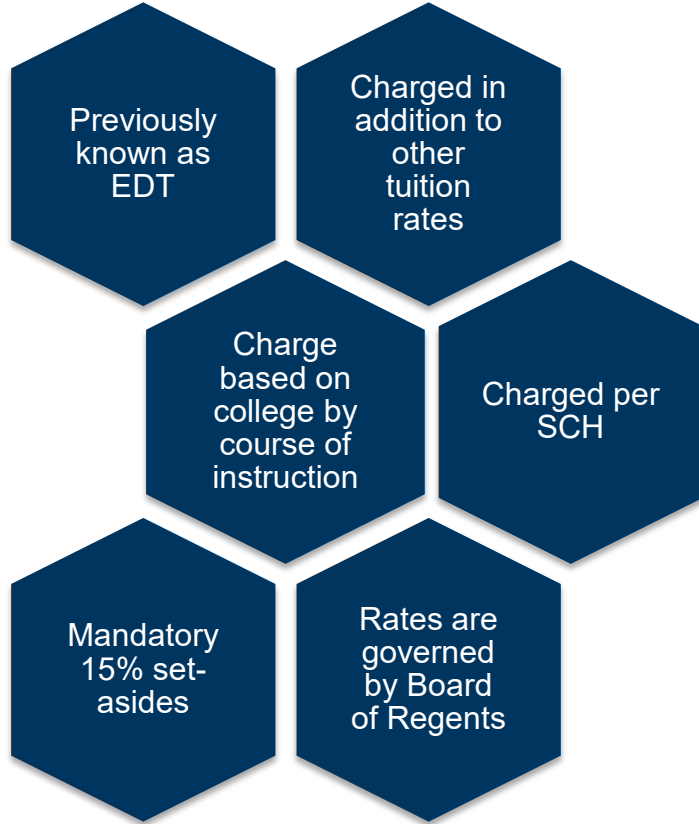
Tiered and Capped Structure

- UTA currently has a tiered tuition and mandatory fee structure
- Total Tuition & Mandatory Fee rates currently cap at 12 SCH
- Causes designated tuition to be charged in lump sum, not by SCH
- As students enroll in more than 12 SCH, designated tuition rate decreases

Tuition Set-Asides

- Designated Tuition, both resident and non-resident, are subject to “set-asides” mandated by state law
- 15% of designated tuition received in excess of \$46 per SCH must be set-aside for need based scholarships

Differential Tuition



Per SCH Rates as of Fall 2024	Graduate	Undergraduate
College of Architecture, Planning and Public Affairs	\$16.00	\$10.00
College of Business	\$51.00	\$17.00
College of Education	\$11.00	\$8.00
College of Engineering	\$41.00	\$25.00
College of Liberal Arts	\$11.00	\$9.00
Visual & Performing Arts	\$24.00	\$21.00
College of Nursing	\$106.00	\$28.00
College of Science	\$16.00	\$11.00
School of Social Work	\$16.00	\$10.00
University College	N/A	\$10.00

Student Fees

Mandatory Fees

- Required of all students*
- Approved by Legislature for a specific purpose
- Fee rates capped in State Law
- Increases governed by Board of Regents up to cap
- Library, IT, Student Services, Rec Center, etc.
- Revenue tied directly to the specified department or purpose

Non-Mandatory Fees

- Course, specific, and voluntary fees
- Governed by Board of Regents
- Typically based on enrollment in a specific course, program, or event
- Field trips, private music instruction, clinical, simulation, commencement, orientation, application, etc.
- Revenue tied directly to the specified department or purpose