LSA Instructional Budget Model (LSIBM)

Concept & Goals: The LSA Instructional Budget Model (LSIBM) is being developed as a budget allocation and financial management tool for estimation of the instructional needs of individual LSA departments and programs during the academic year. The goal is to provide LSA units with autonomy and flexibility in the management of their allocation for supplementary instruction. The instructional budget allocation is determined by the difference between the number of sections taught by a unit’s tenure-track/tenured faculty and the total number of sections taught by all instructional faculty in the unit (excluding GSIs). To compute this difference, the budget model incorporates the practices reported by LSA units in their teaching policies for management of course releases, team teaching and both large and small section instruction.

Implementation: Data is drawn from the College Resource Analysis System (CRAS) and budgeting decisions are guided by the College Teaching Policies (see below). The budget model uses a 3-year moving average of the number of sections taught in the fall and winter terms by each unit as the basis for modeling the need for supplementary instruction. The great majority of sections taught in LSA are 3 credit hours, but to account for instruction of courses with a smaller number of credit hours, the average annual section total is normalized to 3 credit hours. Because the budget model is based on a three-year moving average of sections, future adjustments to the instructional budget will be affected by enrollment trends and changes in the curriculum or in the number of authorized tenure-track faculty.

Unit Teaching Policies: The budget model incorporates the current practices of each LSA unit as described in its teaching policy governing course releases, team teaching and both large and small section instruction. While most (~80%) LSA sections enroll between 10 and 50 students there are much larger sections that by common practice in some units are weighted (i.e. counted) as more than a single section. The model includes added weight for larger sections according to the current policies of individual units. The model also includes added weight for team-taught sections according to the policies of individual units. In this manner, the model provides an allocation of additional sections that may be used, according to the department’s judgment, to supplement the effort for instruction of large sections or for other curricular purposes. Units may reallocate resources between various curricular priorities, including support for the instruction of large and small sections, team-teaching and visitor appointments.

Tenure-Track Faculty Availability: The allocation a unit receives for supplementary instruction is sensitive to the number of sections taught by a unit’s tenure-track/tenured faculty. Due to faculty leaves, modified duties, administrative service, etc., the three-year average number of sections taught by tenure-track faculty will be below the number that could be taught if all authorized faculty were available and each taught the number of sections required by the unit’s formal teaching load (the College average availability for instruction is 68% of a unit’s authorized tenure-track FTE).
**College Teaching Policies:** The College Executive Committee has approved a new statement on the teaching responsibilities of tenure-track faculty that calls for a high level of commitment to undergraduate teaching and the use of existing faculty whenever possible to cover courses when other members go on leave. Moreover, as new tenure-track hires are made the need for visitor/lecturer budget should decrease, other things being equal. The budget model analysis suggests that some units may be over-invested in non-tenure-track teaching given the size of their tenure-track faculty and others may see reduced funds for supplementary instruction as they approach their target for the hiring of tenure-track faculty. While the instructional budget model allocations and actual usage will be reviewed annually as part of the quarterly review process, a more formal discussion will occur in conjunction with the unit’s three-year strategic meeting cycle to ensure units are operating within their allocations.

**College Best Practices:** The following is intended to provide units with some best practices regarding understanding and using this instructional budget model.

1. The LSA Instructional Budget Model for each unit calculates a number of ‘Funded Sections’ that the unit has available to meet its teaching needs. Any instructor hired to teach one of these sections should be appointed to the LSIBM shortcode in the unit offering the course.

2. When comparing a unit’s allocation to actual usage, it is fine to carry a balance or deficit in any given year, as long as the bottom line balances over the three-year period (e.g. FY13-15 initially). While the instructional budget model allocations and actual usage will be reviewed annually as part of the regular review process, a more formal discussion will occur in conjunction with the unit’s three-year strategic meeting cycle to ensure units are operating within their allocations.

3. To help better understand the teaching expectations for tenured and tenure-track faculty versus their actual teaching, the Faculty Teaching Report (updated once a year and available from the LSA Administrative Applications Portal) can be used as a tool to ensure faculty are teaching the expected course load based on the Instructional Budget Model.

4. Ensure that the instructor for a course is appointed to an instructional title in the unit to which the course belongs. For example, a lecturer may teach courses in two or more LSA units and should have an instructional title in each unit for the course taught. Another example would be faculty from other schools and colleges that teach an LSA course. Assuming the person will not be teaching for the LSA unit on a regular basis, then it would come from the unit’s LSIBM slots. On the other hand, if the unit’s plans to have the individual teach on a regular basis, then it may be that the College should, instead, add the person to the unit’s CFFTE (authorized T/TT faculty FTE) at 25% per course. This alternative would more accurately capture the cost of having other faculty, teach, and would leave the SIBM for use primarily for true lecturers and other instructors.
5. Units are encouraged to process the HR paperwork necessary to appoint the instructors that teach its courses. This process will ensure that the appointment and DBE funding lines are set up in the appropriate unit with the appropriate title.

6. Instructors hired as part of a dual career situation should typically be appointed to the LSIBM shortcode in the unit offering the course. Units should contact their Dean’s Office Business Analyst with any questions related to specific situations.

7. Replacement teaching for any associate chair/director positions that have been approved by the College to receive a course release should be appointed to the unit’s LSIBM shortcode.

8. Replacement teaching for faculty leaves, modified duties, and course buy outs should be appointed to the unit’s LSIBM shortcode, unless funding is being provided by non-LSA resources, in which case, LDSUP is the appropriate program to use to pay that individual.

9. When an instructor appointment will be funded completely by non-LSA resources (e.g. Provost, other Schools/Colleges) or the instructor is hired outside of the instructional budget model, LDSUP is the appropriate program to use to pay that individual.

10. Ensure that the instructor of record is reviewed and updated to reflect the actual instructor prior to the end of the third week of each term. Adopt a standard reporting scheme for courses with multiple sections to eliminate the practice of assigning all sections to a single instructor of record at 100% effort, rather ensure the appropriate instructor (faculty, lecturer, GSI, etc.) is assigned to each section.

11. CRAS course component codes are used to distinguish “special sections” that are taught by faculty but do not contribute toward the formal teaching requirement (e.g. “IND”, “LAB”, rotation sections, etc.).

12. The titles that we would most often expect to see used in the LSIBM program include:
   a. LEO Lecturer I, II, III, IV, Intermittent Lecturer
   b. LEO Adjunct Lecturer
   c. Visiting Professor I, Visiting Assoc. Professor I, and Visiting Assist. Professor I
   d. Professor Emeritus or Assoc. Professor Emeritus

   In less common situations, it may be necessary to use the following job titles:
   a. Professor Emeritus In Service (also Assoc. or Asst. Prof Emeritus In Service); used mostly in Undergraduate Education Curriculum courses
b. Non-Tenure Professor (also Assoc. or Asst. Professor); used occasionally when appointing an emeritus faculty member from another school or college

c. Adjunct Instructor; used very rarely

Questions related to the appropriate title for appoints should be directed to the LSA Academic HR representative.

13. The per course salary rate for an instructor should be determined as follows:

a. Lecturers / Adjunct Lecturers – the minimum rate according to the LEO guidelines.

b. Retired Lecturers – one-sixth (1/6th) of their salary when they retired.

c. Emeritus Faculty – one-ninth (1/9th) of their salary when they retired.

d. Visiting Professors – a starting point for establishing the salary rate of a visiting professor should be the minimum rate for a LEO Lecturer.

e. If a unit has a strong business case to pay an individual more than the rates indicated above, an exception request will need to be approved by the Divisional Associate Dean. For any lecturer salary requests, the Academic Labor Representative should also be involved.

f. If the unit decides to pay an instructor more than the College approved rate, the instructor’s DBE funding should be split between the unit’s LSIBM and LDSUP shortcodes. The proportion of salary above the College approved rate should be charged to LDSUP and funded from the unit’s discretionary resources (e.g. RESIN, LDPGRG, LDISC, etc.). The unit will also be responsible for the associated fringe benefits.

14. There are two primary situations where GSIs are approved to teach an upper level course: (1) as a replacement in a unit where there is a teaching need for a core course, or (2) as a professional development opportunity for the student to teach a course that is most situations is a ‘special topics’ course based on the student’s dissertation and therefore not a course typically offered by the unit.

a. When approval is granted for a graduate student to teach an upper level course as a replacement, these appointments are not usually funded on LISEC. Instead, the graduate student instructor (GSI) should be appointed to LSIBM and will be counted against the unit’s LSIBM funded sections.

b. When the GSI is approved to teach as a professional development opportunity, the College does not provide additional funding. Therefore, the unit must identify alternate funding to support these appointments (e.g. RESIN, LDPGRG, LDISC). In some situations, units may have certain courses that were not offered and, therefore, the unit could choose to use an
available LISEC or LSIBM slot, with the understanding that this reduces the slots available for its regular courses and the unit must continue to manage within those allocations.

15. In the language departments, there is a need to use GSIs and lecturers interchangeably to teach some of the lower level language sections depending on GSI availability. When it’s necessary to use lecturers to fill these teaching needs, they should be appointed to LSIBM (not LISEC). However, the unit must confirm that there are sufficient GSI slots freed up in the section budget (LISEC) to cover the additional sections on LSIBM.

16. The College will continue to provide funding for Michigan Society of Fellows postdocs in LISUP and any teaching provided by these individuals will not be counted against the unit’s LSIBM section allocation.

17. When there is an unanticipated replacement teaching need mid-term, the unit should contact the Business Analyst to request approval for the replacement instructor. This request should provide details about the specific replacement need, including the original instructor’s name/title, course number, and replacement instructor name/title and proposed salary (if known).
Understanding the LSA Instructional Budget Model (LSIBM) Report

Tenured/Tenure Track Faculty Section Capacity

Line 1: Reports the three-year average of authorized tenure-track/tenured faculty FTE in the department or program. This number includes the CFFTE, as well as PFIP and Endowed Chairs.

Line 2: Reports the formal teaching expectation in the unit for faculty with 100% instructional appointments. The teaching expectation is adjusted at the department level for appointment fraction, and unit policies governing research/scholarship activity, etc.

Line 3: Gross teaching capacity is the number of sections that could be offered by the unit’s tenure-track/tenured faculty if the unit’s full authorized faculty strength was available for instruction.

Line 4: The net teaching capacity by tenure-track/tenured faculty is obtained by reducing the gross teaching capacity by a percentage to account for faculty unavailable for instruction due to sabbaticals, course releases, modified duties, nurturance leaves, DOCs, administrative service, etc. The percentage used is a three year average obtained for each department from the annual teaching report.

Note: There are two additional calculations provided as reference.

(i.) The three-year average faculty section load is obtained by dividing the average tenure-track faculty sections taught (undergraduate and graduate) by the unit authorized tenure-track faculty FTE (line 1).

(ii.) The three-year average faculty teaching discount is a calculation of three-year average faculty section load divided by the unit teaching load expectation (line 2) and subtracted from 100%.

Undergraduate Section Count

Line 5: UG sections taught by faculty (tenure-track/tenured and lecturer) is the three-year average number of 3 credit hour equivalent sections taught annually. The great majority of College sections are 3 or 4 credit hours. The 3 credit hour equivalent adjusts effort for sections with less than 3 credit hours. For example, a 1 credit hour course equates to 0.33 sections.

Note: There are two additional calculations provided as reference.

(i.) Total UG section enrollment reports the three year average of total enrollment in UG sections taught by faculty, lecturers, and other instructors, but excluding graduate student instructors (GSIs).

(ii.) Average UG section enrollment reports the total UG section enrollment for the three year period divided by total UG sections taught during the same three years, including sections taught by faculty, lecturers, and other instructors, but excluding GSIs.
Undergraduate Sections Adjustments

Line 6: UG large section adjustment represents additional sections added to the budget for effort related to the instruction of large sections. The increment per large section is currently set by each department’s teaching policy. The value comes from the section A on page 2 of the report.

Line 7: UG small section adjustment is made to the total number of small sections funded by the College. The adjustment is determined by the number of small sections as a percentage of the all UG sections taught. The value comes from the section B on page 2 of the report.

Line 8: UG team teaching adjustment represents additional sections added to the budget for effort related to team-taught sections. The increment per team-taught section is currently determined by each department’s teaching policy. The value comes from the section C on page 2 of the report.

Line 9: Total of UG Section Adjustments is the sum of the adjustments for small and large sections, and team-taught sections (lines 6-8).

Graduate Section Count

Line 10: Graduate sections taught by faculty (tenure-track/tenured and lecturer) is the average number of 3 credit hour equivalent sections taught annually.

Note: There are two additional calculations provided as reference.

(i.) Total graduate section enrollment reports the three year average of total enrollment in graduate sections taught by faculty, lecturers, and other instructors, but excluding graduate student instructors (GSIs).

(ii.) Average graduate section enrollment reports the total graduate section enrollment for the three year period divided by total graduate sections taught during the same three years, including sections taught by faculty, lecturers, and other instructors, but excluding GSIs.

Graduate Section Adjustments

Line 11: Graduate small section adjustment is made to the total number of small sections funded by the College. The adjustment is determined by the number of small sections as a percentage of the all UG sections taught. The value comes from the section D on page 2 of the report.

Line 12: Graduate team teaching adjustment represents additional sections added to the budget for effort related to team-taught sections. The increment per team-taught section is currently determined by each department’s teaching policy. The value comes from the section E on page 2 of the report.

Line 13: Total of Graduate Section Adjustments is the sum of the adjustments for small sections and team-taught sections (lines 11-12).
Annual Budget for All Sections

Line 14: This is the three-year average of all UG sections taught by faculty plus additional sections for large section, small section, and team instruction.

Line 15: This is the three-year average of all Graduate sections taught by faculty plus additional sections for small section and team instruction.

Line 16: The Total Average Sections is the total average UG and Graduate sections (lines 14-15).

Line 17: The Unmet Section Need is the Total Average Sections (line 16) minus the Net Faculty Section Capacity (line 4).

Line 18: The Miscellaneous Adjustments are the unit-specific adjustments, which may be additions or subtractions from the Unmet Section Need, for special characteristics of their curriculum. These may include adjustments for sections that are taught by another unit, sections taught by an instructor without an authorized appointment, etc., and/or may have been funded from alternate funding sources (e.g. gifts/endowments, other schools or colleges). The value comes from the section F on page 2 of the report.

Line 19: The Funded Sections is the Unmet Section Need and any Miscellaneous Adjustments and represents the number of sections that unit can fund on the LSIBM program.

Understanding the LSA Instructional Budget Model (LSIBM) Worksheet

Section A. Undergraduate Large Sections

Line 1a: The value is the average annual number of sections with enrollment of L1 or more, but not exceeding L2. L1 & L2 are large section enrollment thresholds that are currently set according to the teaching policies of individual departments. The default values are enrollments of 150 and 300, for L1 and L2, respectively.

Line 2a: The value represents additional section weight added for enrollments exceeding L1 but not exceeding L2. The value is obtained by multiplying the number of sections by a factor typically between 0 and 1, which is determined based on the unit’s specific teaching policies.

Line 3a: The value is the average annual number of sections with enrollment exceeding L2.

Line 4a: The value is the additional weight added for enrollments exceeding L2. The value is obtained by multiplying the number of sections by a factor typically between 0 and 1, which is determined based on the unit’s specific teaching policies.

Line 5a: This value is the sum of sections representing the adjustment for large section instruction.

Section B. Undergraduate Small Sections

Line 6a: The value is the average number of UG small sections with enrollments less than a threshold S1, where S1 is the UG small section enrollment threshold set by College teaching policy. The
default threshold used by the College model is 8.

Line 7a: The value is the percentage of all UG sections that are less than S1.

Note: There are three additional calculations provided as reference.

(i.) The % of all UG sections is the average number of UG small sections (line 6a) divided by average number of UG sections taught by faculty (line 5).

(ii.) Combined enrollment is the three year average of total enrollment in small sections.

(iii.) Average section enrollment (average enrollment per section) is the combined enrollment (B. ii.) divided by the average number of UG small sections (line 6a).

Line 8a: The value is an increment or decrement to funded UG small sections needed to maintain the target percentage of small sections.

Section C. Undergraduate Team-Taught Sections

Line 9a: The value is the average number of UG team-taught sections.

Line 10a: The value is a target for the number of UG team-taught sections. The target is currently set to the average number of UG team-taught sections (line 9a).

Note: There are two additional calculations provided as reference.

(i.) Combined enrollment is the three year average of total enrollment in team-taught sections.

(ii.) Average section enrollment (average enrollment per section) is the combined enrollment (C. i.) divided by the average number of UG team-taught sections (line 9a).

Line 11a: Adjustment for team-taught sections multiplies the average number of UG team-taught sections by a weighting increment. The increment per team-taught section is currently determined by each department’s teaching policy.

Section D. Graduate Small Sections

Line 1b: The value is the average number of Graduate small sections with enrollments less than a threshold S1, where S1 is the graduate small section enrollment threshold set by College teaching policy. The default threshold used by the College model is 6.

Line 2b: The value is the percentage of all Graduate sections that are less than S1.

Note: There are three additional calculations provided as reference.

(i.) The % of all Graduate sections is the average number of graduate small sections (line 1b) divided by average number of Graduate sections taught by faculty (line 10).

(ii.) Combined enrollment is the three year average of total enrollment in small sections.

(iii.) Average section enrollment (average enrollment per section) is the combined enrollment (D. ii.) divided by the average number of Graduate small sections (line 1b).
Line 3b: The value is an increment or decrement to funded Graduate small sections needed to maintain the target percentage of small sections.

Section E. Graduate Team-Taught Sections

Line 4b: The value is the average number of Graduate team-taught sections.

Line 5b: The value is a target for the number of Graduate team-taught sections. The target is currently set to the average number of G team-taught sections (line 4b).

Note: There are two additional calculations provided as reference.

(i.) Combined enrollment is the three year average of total enrollment in team-taught sections.

(ii.) Average section enrollment (average enrollment per section) is the combined enrollment (E. i.) divided by the average number of G team-taught sections (line 4b).

Line 6b: Adjustment for team-taught sections multiplies the average number of G team-taught sections by a weighting increment. The increment per team-taught section is currently determined by each department’s teaching policy.

Section F. Unit-Specific Section Adjustments

The values on lines 1c through 5c represent sections to be added or subtracted from the section budget for a variety of reasons.

Line 1c: Deduction for sections taught by UM faculty appointed by another department or program. In most instances, compensation for these instructors will have come from the other department or program.

Line 2c: Deduction for sections taught by instructors without an “authorized” line in the College (visitors, term appointed faculty, adjuncts, and research fellows are among the many possibilities commonly found). In most instances, compensation for these instructors will not come from the section budget (e.g. Michigan Society Fellows are funded via an alternate budget process in the LISUP program; visitors may be funded by unit endowments).

Line 3-4c: Sections may be added for the administrative effort by lecturers, or subtracted if the sections were included in the unit’s total that should not count toward the faculty course load.

Line 5c: LSA approved adjustments are additions for those sections identified in Lines 1c and 2c, which have been reviewed by the College and determined that they should not decrease the section budget number.

Line 6c: Unit-specific section adjustment is the total of all the Section F adjustments, obtained as the sum of lines 1c thru 5c.