



CHABBS Interim Dean -
AIS P-Form Approval

MEMORANDUM

DATE: October 28, 2016

TO: Regina Eisenbach, Dean of Academic Programs

FROM: Ranjeeta Basu, Interim Dean ^{RB}
College of Humanities, Arts, Behavioral & Social Sciences

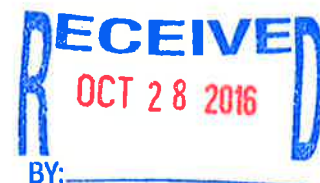
SUBJECT: P-Form Approval for American Indian Studies

I have examined the P-form from American Indian Studies for the American Indian Studies major. My analysis is provided in the document attached. The Dean's Office has approved the P-form and recommends that the proposal go forward to the Senate reviewing committees. If there are any questions, please contact me. Thank you.

RB/mss

Attachment

cc: Joely Proudfit, Department Chair, American Indian Studies
Carrick Williams, Chair, Curriculum & Academic Policy Committee (CAPC)
Martha Stoddard Holmes, Associate Dean, Instruction & Academic Programs, CHABSS
Staci Beavers, Associate Dean, Budget & Operations, CHABSS
Angela Baggett, College Curriculum & Academic Programs Coordinator, CHABSS
Criselda Yee, Curriculum Specialist, Academic Programs



Interim Dean Basu's Response to the American Indian Studies P-form

Introduction

The American Indian Studies (AIS) major proposal represents an excellent opportunity for the University to expand on the work already done in establishing the California Indian Culture and Sovereignty Center (CICSC – founded in 2011), the Native Advisory Council and Tribal Initiative at Cal State San Marcos, and the long established American Indian Studies Department at Palomar College. Given our location this major is long overdue and many in the community have been waiting for this major to launch for a long time. The major will be distinguished by its emphasis as a "research-based, community-service and experiential-learning degree program grounded in place-based higher learning." In addition, it is intimately tied to one of the core values of CSUSM – diversity. In fact American Indian Studies is specifically mentioned in the Diversity Mapping Action Matrix in item 2.1, "Fortify the plans for Native American Studies and clarify its curricular scope." The American Indian Studies major can also be seen as part of the effort to address the following action item in the Diversity Strategic Plan for the campus:

Goal 2: CURRICULUM, CO-CURRICULUM, LEARNING OUTCOMES (Substantive Diversity)

Develop students' skills, knowledge, and abilities to advocate for, lead, and participate in social change, to function and contribute effectively in a diverse and multicultural world, and to understand the role of diversity in their own lives and in society.

Objective 1:

Develop courses and other curricular components that will foster students' intercultural proficiencies and social justice skill sets and enable them to be proactive with regard to diversity and inclusion.

Action Item 6:

Identify and strengthen programs/departments that particularly contribute to developing diversity courses and content that enhances understanding of and competencies regarding structural inequity, power and privilege, intersectionality, historically marginalized communities, and global/domestic connections (and to diversity course requirement).

CHABSS Planning Assumptions

The creation of new degree programs is an important means for CHABSS to serve the University mission of providing rigorous, innovative and relevant curricula taught by exemplary faculty. In the context of fluctuating state resources, we should not abandon the mission but rather bring our most innovative, collaborative and interdisciplinary thinking to the challenge of purposeful creation of new degree programs with limited resources.

As the Dean's Office reviews P-forms for new programs in our current budget climate, we must exercise prudence and creativity in our support and place reasonable stipulations on all approved programs. The current budget climate for CHABSS is very challenging. For AY 2016-17 the College has implemented a reduction in FTES of approximately 3.8%, with the prospect of future reductions likely. The Dean of CHABSS will make the decision on the date of the launch of any new program. This decision will generally occur at the end of an Academic Year in preparation for the coming Academic Year based on assignment of FTES and budget allocations.

In addition, while a P-form may include projected tenure track faculty or staff hires, approval of a program proposal does not imply the promise of tenure track faculty or staff hires upon the launch of the program. Sufficient FTES growth must be generated to enable requisite staff hiring and, if necessary, Program Director or Department Chair support, in addition to new tenure track faculty hiring. All tenure track faculty and staff hires in the College will be prioritized by the Dean in consultation with College's Hiring & Academic Priorities Committee (HAPC). Depending on budgets and competing priorities in the College, newly launched programs can experience several years without new tenure track faculty or staff hires.

Finally, the College cannot commit to running low-enrolled courses that are needed by a small number of majors in a newly launched program. Programs are encouraged to be creative in strategizing support for low enrolled courses. Programs can agree to subsidize the low enrolled courses by raising the enrollment capacities in other courses. In the case of American Indian Studies, as has been the case with prior program launches, program faculty can do course substitutions or substitute independent studies for low enrolled courses required by the major. These courses include non-GE courses, theory and methods courses, capstone courses, as well as internship experiences.

As Interim Dean, I have reviewed the P-form for the B.A. in American Indian Studies. First, I provide estimates of the potential revenues that might be generated by the launch of this major. Then I provide cost estimates. Finally as part of the conclusion, I provide a model that can help support this major in the initial stages.

Revenue Estimates

I used the Year 1 estimate of 30 AIS majors from the P-form. The proposers provide an estimate of 114 majors expected by Year 5. I used this as my upper bound estimate. For my lower bound estimate I assume that the AIS majors will grow at the same rate as majors in CHABSS generally, 4.71%/year since Fall 2011. Therefore in Year 5 AIS is expected to have between 38 and 114 majors.

Given the unreliable data on majors, I use FTES generated by the American Studies program as the basis for the revenue estimates. Based on the P-form, I assume that a schedule of AIS courses in Year 5 will consist of 15 WTUs in fall and 15 WTUs in spring. If each course generates between 6 to 9 FTES then the average annualized FTES is between 30 and 45. Assuming that

Academic Affairs will receive \$4000/FTES, the AIS courses will produce revenues between **\$120,000** and **\$180,000** in Year 5.

Cost Estimates

Faculty

The Department has one tenure track faculty, who receives one course release for being chair. It has been assumed that one lower division course (AIS 101 or ASI 150) will be taught each semester. In addition, two 200 level courses and two 300-400 level courses will be taught each semester. This translates into 15 WTUs of instruction in fall (6 WTUs TT faculty, 9 WTUs lecturer faculty) and 15 WTUs of instruction in spring (6 WTUs TT faculty, 9 WTUs lecturer faculty). For a viable launch, the AIS major, in year 1, will need to offer 1 C1 course, 1 C2 course, 1 D7 course and 2 DD courses in the fall and 1 area D course, 1 C2 course, 2 DD courses and 1 majors only course in the spring. AIS is currently offering 4 DD courses and 1 D7 course for the year. Therefore they would need 5 additional courses (2 C2 courses, 1 C1 course, 1 area D and 1 majors only course) in year 1.

A new tenure track faculty hire will depend on the growth of the major and FTES. I have not included that cost into the model because it will depend on the recommendations of the Hiring Priorities Committee and the decisions of the Dean of the college. But I do want to make the case that we can still offer this major even if we don't get a new tenure track hire. If there is sufficient growth in majors and the American Indian Studies program is able to make a good case for it, hopefully we will be able to make a new tenure track hire.

The easiest model to implement is to cap the WTUs allocated to existing programs offering C1, C2 and area D courses, and allocate growth WTUs to the new and emerging programs first before making allocations to existing programs. According to the Degree planner report, the demand for D, C1 and C2 courses in spring 2017 is as follows:

	Course Specific	No course specified	Total	FTES
C1	174	726	900	180
C2	153	411	564	112.8
D	220	27	247	49.4

If there is no growth then the FTES required by American Indian Studies for a successful launch will have to be reallocated from existing programs. Each semester, American Indian Studies will need 1 C1 course (30 - 45 seats), 1 C2 course (30 - 45 seats) and 1 D course (30 - 45 seats) which could be allocated from the column which says no courses specified in the table above. For area D they might have to dip into the course specific demand. We recognize that these numbers will change from semester to semester but in the absence of any other data we use these numbers as an example of how this model would work.

Administrative Support: Program Director and Staff

We already have an American Indian Studies department in the College with a Department chair. The new major will not require any new compensation. The Department currently shares an ASC with three other programs (Global Studies, Environmental Studies, and Women's Studies). The launch of the new major will mean that they will need to share an ASC with two other programs. This would mean that they would need an additional 0.08 FTE.

OE&E

Under the College's formula for allocating OE&E resources, the AIS launch will require a small increase in its OE&E in the first few years.

Administrative Office Space

CHABSS currently does not have access to sufficient office space to accommodate our several pending majors and reallocating existing office space away from existing programs is not feasible. The College will need to identify and renovate a suitable space for any newly hired ASC's use. I recommend that the Dean's Office perform a space utilization assessment during the AY 2016-17 to identify this space, and construct plans for reallocating space. According to an estimate by the PDC it will cost about \$25,000 to renovate one of the current small conference rooms into a staff office.

Conclusion

I am very supportive of this major and I believe that we can financially support it. The goals of the College strategic Plan developed by the faculty and approved by the Dean serve as a guiding document to help us decide how to allocate our resources. The AIS major plays an important role in advancing the priorities and goals of the strategic plan. While it plays a role in advancing all the goals of the CHABSS Strategic plan, it particularly, exemplifies the following goals:

Goal 3: Prioritize ethics, personal and social responsibility and social justice in the classroom and curriculum, and in student culture;

Goal 4: Enact a broadly defined culture of diversity and global engagement in values and actions;

I expect that the major will not be large and its primary source of FTES will be derived from its GE offerings for the initial years of its development, which has been true of many programs in CHABSS. If the college grows then the FTES for this program will come out of growth dollars. If there is no growth then GE courses will have to be reallocated from existing programs towards American Indian Studies. But compared to the size of the college, the reallocation will be very small and will be distributed across departments. We have also asked for funding to cover some of the costs of offering AIS courses in its first two years as part of our response to the Diversity Strategic Plan.

**Anticipated Additional Cost Projections for
New State Support Programs Above Current Costs**

	YEAR 1		YEAR 2		YEAR 3	
	FTE	Cost	FTE	Cost	FTE	Cost
Personnel						
TT faculty						
Lecturers	0.5	\$37,583.55	0.5	\$37,583.55	0.5	\$37,583.77
Program Director						
Staff	0.08	\$4,399.20	0.08	\$4,399.20	0.08	\$4,399.20
Space						
Construction						
Renovation		\$8333.00				
Library Resources						
Acquisition						
Subscriptions		\$6,000.00		\$6,000.00		\$6,000.00
Equipment/Materials						
Durable						
Expendable		\$425.00		\$425.00		\$425.00
Total Program Cost (new)		\$56,740.75		\$48,407.75		\$48,407.75

1. Starting TT faculty costs = \$68,000 (salary) + 41% benefits
2. Average lecturer costs = \$1777/WTU + 41% benefits if time base at .4
3. Staff costs = salary (\$39,000 for ASC1) + 41% benefits
4. Salary costs do not include pay increases.
5. Following the recommendation of the CHABSS Budget Committee, the College's OE&E funds, once identified for a given fiscal year, are allocated according to the following formula: 70% of available OE&E funds are distributed based on a unit's FTEF; 30% of available OE&E funds are distributed based on the prior AY's FTES figures.

Angela Baggett

From: Robert Rider
Sent: Tuesday, August 16, 2016 4:57 PM
To: Joely Proudfit
Cc: Martha Stoddard-Holmes; Staci Beavers; Angela Baggett; Carrick Williams
Subject: AIS P-form - Interim Dean's Response
Attachments: P-form_AIS_Dean Response.pdf

Hi,

I have examined the P-form for the American Indian Studies major. I did a basic analysis for the expected revenues and costs for launching the major. Given the lack of good data, these estimates are approximations at best.

Because I am the Interim Dean with only a handful of working days remaining, and given that decisions about P-forms have long term implications for the College, I will defer the final decision to the next Interim Dean. My response, though, will be my recommendation to her. If you have questions please contact me. Thank you.

Bob Rider
Interim Dean,
CHABSS



Interim Dean Rider's Response to the American Indian Studies P-form

Introduction

The American Indian Studies (AIS) major proposal represents an excellent opportunity for the University to expand on the work already done in establishing the California Indian Culture and Sovereignty Center (CICSC – founded in 2011), the Native Advisory Council and Tribal Initiative at Cal State San Marcos, and the long established American Indian Studies Department at Palomar College. In addition, it is intimately tied to one of the core values of CSUSM – diversity. The major will be distinguished by its emphasis as a “research-based, community-service and experiential-learning degree program grounded in place-based higher learning.” The challenge for the AIS major is that it will compete for students from majors perceived as similar that are either in the planning stage in the College (Ethnic Studies, Chicano (a) or Latino (a) Studies, Latin American Studies and Asian Pacific American Studies) or are existing Majors across the College (including History, Anthropology, Sociology, Political Science). The College will need to be creative in the launch of the AIS major.

CHABSS Planning Assumptions

The creation of new degree programs is an important means for CHABSS to serve the University mission of providing rigorous, innovative and relevant curricula taught by exemplary faculty. In the context of fluctuating state resources, we should not abandon the mission but rather bring our most innovative, collaborative and interdisciplinary thinking to the challenge of purposeful creation of new degree programs with limited resources.

As the Dean's Office reviews P-forms for new programs in our current budget climate, we must exercise prudence and creativity in our support and place reasonable stipulations on all approved programs. The current budget climate for CHABSS is very challenging. For AY 2016-17 the College has implemented a reduction in FTES of approximately 3.8%, with the prospect of future reductions likely. Any new approved program cannot be launched until the College has once again been allocated growth FTES, and existing programs which have been identified for growth have had their needs met. The Dean of CHABSS will make the decision on the date of the launch of any new program. This decision will generally occur at the end of an Academic Year in preparation for the coming Academic Year.

In addition, while a P-form may include projected tenure track faculty or staff hires, approval of a program proposal does not imply the promise of tenure track faculty or staff hires upon the launch of the program. Sufficient FTES growth must be generated to enable requisite staff hiring and, if necessary, Program Director or Department Chair support, in addition to new tenure track faculty hiring. All tenure track faculty and staff hires in the College will be prioritized by the Dean in consultation with College's Hiring & Academic Priorities Committee (HAPC). Depending on budgets and competing priorities in the College, newly launched programs can experience several years without new tenure track faculty or staff hires.

Finally, the College cannot commit to running low-enrolled courses that are needed by a small number of majors in a newly launched program. Programs are encouraged to be creative in strategizing support for low enrolled courses. Programs can collaborate with a “partner” Department/Program which agrees to subsidize the low-enrolled courses by raising the enrollment capacities in other courses. Program faculty may need to approve course substitutions or substitute independent studies for low enrolled

courses required by the major. These courses include non-GE courses, theory and methods courses, capstone courses, as well as internship experiences.

In the case of American Indian Studies it is advisable to collaborate with other similar programs on curriculum. The student demand for the AIS major and other similar majors is finite. The more programs compete for this limited pool of students, the less viable will each major be. Cooperation is essential for success.

As Interim Dean I have reviewed the P-form for the American Indian Studies major. I provide analyses of the expected revenues and costs for the AIS major. Then I identify questions that the proposers should address. At this time I recommend to the in-coming Interim Dean that the major not be launched.

Revenue Estimates

Due to limitations in the data, I provide a range of estimates for the analysis.

Majors-only FTES Estimate

The proposers provide an estimate of the number of majors expected by Year 5, 114. Although I believe this is a high estimate I used this as my upper bound estimate. For my lower bound estimate I assume that the AIS majors will grow at the same rate as majors in CHABSS generally, 4.71%/year since Fall 2011. I used the Year 1 estimate of 30 AIS majors from the P-form. In Year 5 AIS is expected to have approx. 38 majors. The upper bound majors' estimate yields **41.9 annualized FTES** and the lower bound estimate is **13.3 annualized FTES**.¹ Assuming that Academic Affairs will receive \$4000/FTES, the AIS major will produce a range of revenues equal to **[\$53,200, \$167,600]** in Year 5. This range assumes no further adjustments.

I recognize that some but not all of this FTES may be derived from students who would have selected another related major, i.e. not all of this FTES is *new* FTES. Lacking a measure of this, I assume that one half of the AIS majors are from other academic units. My lower and upper bound FTES estimates then are: **[6.65, 20.95]**. Given \$4000/FTES, Academic Affairs will receive revenues in the range of **[\$26,600, \$83,800]** in Year 5 from the AIS major after this adjustment.

Cost Estimates

Faculty

The Department has one tenure track faculty, who receives one course release for being chair. Given the modest number of expected majors, it has been assumed that in each semester one lower division course (AIS 101 or ASI 150) will be taught. In addition, two 200 level courses and two 300-400 level courses will be taught each semester. I expect that only one AIS 498 offering is necessary each year, at the earliest in Year 2. This translates into 15 WTUs of instruction in fall (6 WTUs TT faculty, 9 WTUs lecturer faculty) and 18 WTUs of instruction in spring (6 WTUs TT faculty, 12 WTUs lecturer faculty). .7 FTEF of lecturers per year will be needed for each of the first three years. Until the College is able to observe the actual growth of majors I do not anticipate a need for an additional tenure track faculty for the first three years.

¹ See Appendix for methodology of the estimate.

Staff

The Department currently shares an ASC that it shares with three other programs (Global Studies, Environmental Studies, and Women's Studies). While I anticipate that AIS will continue to share an ASC in its formative years, the College will need to hire an additional ASC before any of several new majors can be launched (including Ethnic Studies and Chicano Studies). Given the strong growth expected particularly for ENVS, there already appears to be a need for some adjustment of the workload for the current ASC. Launching a new major requires adequate planning for administrative support.

OE&E

Under the College's formula for allocating OE&E resources to its Department, AIS' launch of a new major will require only a slight increase in its OE&E in the first few years.²

Administrative Office Space

CHABSS currently does not have access to sufficient office space to accommodate our several pending majors (American Indian Studies, Chicano Studies, and Ethnic Studies), and reallocating existing office space away from existing programs is a challenge. I recommend that the Dean's Office perform a space utilization assessment during AY 2016-17 to identify this space, and construct plans for reallocating space.

Conclusion

The AIS major is a valuable addition to the majors that CHABSS offers undergraduate students. The Interim Dean is supportive of the major. However, until the incoming Interim Dean is satisfied that the questions have been adequately addressed (see below), and the College has developed a plan for reallocating GE FTES/WTUs, I recommend that the P-form not be forwarded to Academic Programs and the Academic Senate's reviewing committees.

I expect that the major will not be large and its primary source of FTES will be derived from its GE offerings for the initial years of its development, which has been true of many programs in CHABSS. I have also identified a number of different models for reallocating FTES-WTUs to small and emerging programs. These will be shared with the in-coming Interim Dean and the College, and are provided at the end of this document. They require broader conversations with the College faculty before implementation.

Appendix

1. For the upper bound estimate, I used the degree planner from the P-form to calculate the FTES expected. For the lower bound I assumed each class of student had equal numbers (9.5 freshmen majors, 9.5 sophomore majors, etc.).

² Following the recommendation of the CHABSS Budget Committee, the College's OE&E funds, once identified for a given fiscal year, are allocated according to the following formula: 70% of available OE&E funds are distributed based on a unit's FTEF; 30% of available OE&E funds are distributed based on the prior AY's FTES figures.

Anticipated Additional Cost Projections for New State Support Programs Above Current Costs

		Year 1	Year 2	Year 3
Personnel	FTE		FTE	FTE
TT faculty				
Lecturers	0.7	\$52,616.97	0.7	\$52,616.97
Staff		.3 ASC		
Space	To be determined			
Construction				
Renovation				
Library Resources				
Acquisition				
Subscription		\$6,000.00	\$6,000.00	\$6,000.00
Equipment/Materials				
Durable				
Expendable (supplies, OE&E)		\$700.00	\$700.00	\$700.00
Program Cost		\$59,316.97	\$59,316.97	\$59,316.97

Planning Assumptions

1. Starting faculty costs = \$68,000 (salary) + 41% benefits
2. Average lecturer costs = \$1777/WTU + 41% benefits if time base at .4
3. Staff costs = salary + 41% benefits
4. Salary costs do not include pay increases.

Questions/ Concerns

The interim dean identified the following questions and concerns.

1. In the catalog copy for the major, the number of general education units is incorrect. The number units for GE should be 51. The P-form reports 78 (page 6).
2. I encourage the proposers to seize opportunities to coordinate and collaborate with other programs, departments and colleges in sharing curriculum. This is especially important in the early years of a new program's development and for programs which will be small, such as AIS.
 - a. There are clear intersections among AIS, HIST, LING, ETST (Ethnic Studies), SOC and ANTH. (AIS has already accepted LTWR 345 and VSAR 440 as electives.) For example, SOC 360 or 361 could be used as the research methods course (AIS 490) until the major becomes sufficiently large. It clearly is possible that a few courses from these other disciplines could be used as course substitutions at least until the AIS major becomes large enough. In addition, a few AIS courses can be substituted for other courses in these programs as well. This is a positive, non-zero sum outcome.

- b. Has AIS 400 receive BB certification (page 9)? AIS 290 is a lower division course; it cannot obtain DD certification. The P-form has it as DD (Page 9). Have all of the courses listed as GE received GE certification?
 - c. Given that the AIS program at Palomar College will be an important pipeline to the AIS program in CHABSS, it will be beneficial to the success of our AIS major that all possible synergies be secured by clear and expansive articulation agreements between the two schools. The P-form identifies only two courses – AIS (CSUSM) 101 with AIS (Palomar) 100, and AIS (CSUSM) 150 with AIS (Palomar) 102 – for articulation purposes. A cursory view of the Palomar College catalog suggests other possibilities. While articulating more courses may decrease demand for AIS’ own lower-division courses, this will facilitate the transfer student’s path to degree completion and may ultimately increase demand for AIS upper-division courses.
 - d. On page 18 of the P-form, the proposers state that the Department will create certificate opportunities for professional development in the region. The role that certificates can play in providing additional resources to the program is valuable. What discussions has the Department had with Extended Learning? What discussions has the Department had with Palomar College? Palomar College offers “certificates of achievement,” which appear to be focused on Native American language acquisition but not exclusively. How will the certificates offered by AIS (CSUSM) differ from those offered by AIS (Palomar)? How can our certificate program complement and enhance the existing certificate programs through Palomar College?
3. Increased coordination will be necessary for allocating the GIS lab. There were two new tenure track faculty hires in CHABSS in 2016 (Geography and Economics) whose primary teaching and scholarship employ GIS. We do not expect any additional lab space for the near future. This will be a more binding constraint going forward. Since all of the campus’ computer labs provide access to the same GIS software, the Department is encouraged to be flexible with its computer lab requests.

FTES-WTU allocation proposals for new and emerging programs

Interim Dean Rider

I offer the following models as possibilities for allocating WTUs to new and emerging programs. I have used the Ethnic Studies proposal as an example but the same reasoning can be applied to other proposals. These will be shared with the in-coming Interim Dean, the College and do require conversations with the College faculty.

The first two models assume growth in FTES for the College.

D7 Growth Model

The following table displays the FTES and WTUs for the GE area D7 over the last five years.

	FTES	WTUs
Fall 2011	193	69
Fall 2012	221.4	75
Fall 2013	287.9	97
Fall 2014	308.4	106
Fall 2015	335.6	105
Annual Growth Rate	11.7%	8.8%

The easiest model to implement is to cap the WTUs allocated to existing programs offering D7 courses, and allocate all new growth in D7 WTUs to the new and emerging programs. If for example, the CHABBS' budget and FTES growth allow for an 8.8% growth in D7 WTUs for Fall 2016, the annual growth rate in WTUs over the last five years in D7, then there would be approximately 9 WTUs ($9.24 = .088 * 105$) available for new programs, using Fall 2015 as the base year.³

In my P-form analysis for the Ethnic Studies (ETST) major, I suggested that the Dean's Office would need to allocate between 9 and 12 WTUs to ETST to have a successful launch of the major. (This assumed that the other 12 or 9 WTUs would come from some of the affiliated ETST faculty teaching in the program.) Given that the ETST major will be a small major most of the FTES generated by ETST 101 (its D7 course) in its first few years would be from GE students not majors. But this would enable the ETST faculty to market their major, perhaps enhancing its growth.⁴

DD Growth Model

A similar analysis can be performed for the DD category (or any GE category). Cap the WTUs allocation for existing or large programs already offering DD courses, and allocate all new growth in DD WTUs to the new and emerging programs. The table below displays the FTES and WTUs for the GE area DD over the last five years.

	FTES	WTUs
Fall 2011	604	231
Fall 2012	629.8	231
Fall 2013	703	243
Fall 2014	771.4	285
Fall 2015	736.8	252
Annual Growth Rate	4.05%	1.8%

The bang-for-the-buck is less for new programs with this model partly because it is a large GE category, with many participating departments and programs, and has had a slower growth rate than other areas of GE. If all growth in GE DD were to be allocated to new programs, then new programs would receive only 4 WTUs ($.018 * 252 = 4.536$) in Fall 2016, using Fall 2015 as the baseline allocation.

³ An appropriate base year must be chosen. Other base year options might include: a long term average or an allocation based on use of the College-wide FTES/WTU ratio.

⁴ Note a similar analysis can be applied for the American Indian Studies major proposal.

A combination of the D7 and DD Growth Models is also possible. This combination might be necessary for ETST, for example, because the major has more courses accredited with DD than courses with a D7 designation.

The third model is one that can be implemented in no growth years. (I do not recommend the launching of new programs during years of budget cuts.)

DD No Growth Model

Although it is more difficult, it is possible to reallocate WTUs during periods of no growth in budgets for the College. These situations require challenging conversations with the faculty because the model necessitates that existing and larger programs surrender some of their current WTUs allocations. It becomes a zero-sum reallocation during no growth periods. These surrendered WTUs would then be reallocated to the new and emerging programs. The example below illustrates the possible reallocation of DD WTUs. GE area DD is a good candidate because anecdotal evidence suggests that it is often over built in the schedule and many of the new programs propose courses with DD GE credit. The model can be applied to any GE category.

The following data are from fall 2015 for GE area DD across departments/programs.

Department	DD FTES	Percentage of DD FTES
AIS	6	1%
ANTH	104.4	14.2%
COMM	93.6	12.7%
GBST	30.2	4.1%
HIST	25.8	3.5%
LBST	118.6	16.1%
PSCI	53.6	7.3%
PSYC	128.4	17.4%
SSCI	7.8	1.1%
SOC	121.2	16.4%
WMST	47	6.4%

One possible reallocation is to have four Departments with large shares of DD FTES surrender a total of 12 WTUs in area DD (3 WTUs each). The area DD needs are still met. The College stays within its budget. There is only a swapping out of four courses from the identified programs for four courses from ETST. If each of these courses fills (40 enrolled) then ETST is credited with 32 FTES and 12 WTUs (FTES/WTU ratio equal to 2.67). It is incumbent on Ethnic Studies to maximize its enrollment. The DD category serves as an incubator in addition to its role as GE. Furthermore, you refresh and diversify some of the GE offerings by the inclusion of new courses and programs.

There are complications, though, which would need to be addressed in a transparent and equitable way through open discussions with all of the faculty. Some of these complications include:

- A small department may have a disproportionate share of DD FTES (e.g. ANTH) compared to its overall size. For the same 3 WTUs reallocation, there is a greater relative cost for a small program than for a large program.
- Some courses may play roles other than for GE credit. Examples include, ANTH 301, which is used in NURS; COMM 330 and PSCY 330 are upper division requirements in their respective majors (although the use of ERGs can ameliorate the problem).

Tenure Track Faculty Retirements

I expect that there will be an increasing number of tenure track faculty retirements over the next five to ten years. The salary savings associated with these lines remain in the College. Although I would argue that, except in unusual cases, the faculty line should remain with the Department from which the faculty retired, the net salary savings can be aggregated at the College level and used for program development.

For example, if Mr. X retires with a salary of \$100,000 and a new tenure track faculty hire in his Department costs \$70,000, then there is a net salary savings of \$30,000 for the College. Sufficient retirements can free-up resources for additional hires for small and emerging programs. Three retirees provides the College with \$90,000, more than enough for a tenure track faculty hire. (There may also be other faculty whose lines can be used directly by the Dean's Office for new programs.)

We must be cautious, though. Any salary saving in the College is used for other important purposes (e.g. the lecturer budget).

Public Good Models

New programs provide two categories of benefits. One is a private benefit that accrues to the department/program from which the proposal originated; the benefits are more discipline specific. The beneficiaries are its faculty, majors and minors, et al.

There is another benefit, though. This benefit is shared by the entire College and University. It is a public or collective good. For example, the College values the principle of diversity. One important manifestation of this principle is the creation of new programs with a focus on race, ethnicity and gender. Examples include a few of the new proposed majors such as Ethnic Studies, Chicana (o) Studies, or American Indian Studies. Economic theory predicts that provision of public goods will be insufficient, not socially optimal, because some of the benefits accrue to others outside of the major for which there is no compensation. The following models are designed to address this inefficiency.

Tax Model

One approach is to institute a College-wide WTU tax. When there is growth in the College budget, a tax could be implemented. It could be a flat tax or a progressive tax based on size of program.

One simple flat tax is for the Dean's Office to take one growth TT hire and its associated WTUs in a growth year, and allocate it to a pool of WTUs for new and emerging programs.

Another possible flat tax is to charge each program a fixed percentage of its WTU allocation from an appropriately chosen base year allocation of WTUs.⁵ The table below is the WTU allocation by department in fall 2015.

Department	WTUs	1%	WTUs (integers)
ANTH	97	.97	1
COMM	285	2.85	3
ECON	64.5	.645	1
ENVS	15	.15	0
GBST	30	.3	0
HIST	229	2.29	2
LBST	84	.84	1
LTWR	297	2.97	3
MLS	333	3.33	3
PHIL	97	.97	1
PSCI	126	1.26	1
PSYC	357	3.57	4
SofA	227.2	2.272	2
SOC	340	3.4	3
WMST	72	.72	1

Suppose that the WTU tax rate is 1% and the base year is last year's allocation. This would yield 26 WTUs for new and emerging programs. If WTUs only divisible by 3 are considered, then the allocation would be 15 WTUs, and only the largest programs contribute (COMM, LTWR, MLS, PSYC, and SOC).

(A progressive tax based on WTUs can also be derived.)

Voluntary Contributions Model

Departments/Programs can also voluntarily contribute some of their current or growth WTU allocation, along with the associated FTES, to a pool of WTUs managed by the Dean's Office. For example, if ANTH chooses to allocate 3 WTUs to the pool, its FTES target would also decrease by 6.99 FTES.⁶ These WTUs and the requisite FTES would then be reallocated to new and emerging programs. The receiving program is obligated to achieve the same FTES so that there is no reduction in College-wide FTES.

Some programs may be motivated by altruism but it is best not to assume this. An incentive mechanism must be created. One possible incentive mechanism might be that the contributing program increases its rank on the growth tenure track faculty hiring list. For example, if a program contributes 3 WTUs, it would move up one full step (or more) on the TT hiring list. From the example above, if ANTH had been ranked 4th on the list, it would move up to 3rd. To control for inequities due to asymmetries in program size, a limit could be placed on the number of potential WTUs that could be contributed.

(Other incentive mechanisms can be designed.)

⁵ See relevant footnote above.

⁶ In fall 2015, ANTH was allocated 97 WTUs, had a FTES target of 226. After allocating 3 WTUs, its WTU allocation would be 94, with a new target of 219.01. This assumes a FTES/WTU ratio of 2.33.