

Overview of changes made by Data Office, September 2018

1. Remapped courses based on the campus feedback. Details of all those changes are provided in this document
2. Removed the graduate teaching assistantship FTE from all years. Credit hours generated by the GTAs are still included in the numbers.
3. Removed the summer hours worked for the instructor of record for the FTE calculation for all years.
4. Removed all payments for stipends and extra comp. We had done this previously but might have refined it slightly. This note is documentation about the calculation and not actually a change to the methodology for the final version of the information.
5. Removed all payment and associated FTE for individuals on sabbatical. This was performed by using the earn code. This note is documentation about the calculation and not actually a change to the methodology for the final version of the information.
6. The salary dollars used in determining the presumptive budgets include general fund dollars only.

Corrections requested; Data Office Adjustments/Response

College/Department	Correction requested	Data Office Adjustments
PJW College of Education and Human Sciences / Teaching and Learning	<p>Include all of the teaching and learning courses that are associated with endorsements and secondary licensure (but that don't result in degrees) in the APASP and UPC analyses, which were focused exclusively on degree programs. Endorsements are areas of specialization that are added on to teaching licenses at the state level, e.g., special education, teacher-librarian, literacy; and, secondary licenses come with a Bachelor's degree in a particular field (or blending of fields) of study. So, a person could seek a Bachelor's in History-Political Science BA and become licensed as a Broadfield Social Studies teacher concurrently. A person with a BA could also seek secondary (grade 5-12) licensure after already have a BA or BS as a post-bacc or a M.Ed. student.</p> <p>T&L serves students across these pathways (BA/BS, post-bacc, grad) in the secondary licensure and the endorsement areas. If Provost Harbor would like a clear picture of what the department is</p>	<p>Assigned C&I 287, C&I 341, C&I 420, C&I 421, C&I 427, C&I 429, C&I 433, C&I 435, C&I 427, C&I 444, C&I 453, C&I 457, C&I 459, C&I 463, C&I 469, C&I 470, C&I 480, C&I 483, C&I 484, C&I 485, C&I 488, EDEC 408, EDEC 430, EDEC 453, EDEC 454, EDSP 401, EDSP 403, EDSP 405, EDSP 426, EDSP 454, EDSP 456, EDSP 461, EDSP 462, EDSP 470, EDSP 495, EDSP 497, EDU 432, EDU 438, EDU 441, EDU 451, EDU 455, EDU 456, EDU 461, EDU 462, EDU 472, LIBM 461, LIBM 462, LIBM 463, LIBM 464, LIBM 465, LIBM 466, LIBM 467, and LIBM 468 all assigned to Elementary Education and Teaching and Learning Department.</p> <p>C&I 521, C&I 523, C&I 525, C&I 527, C&I 530, C&I 533, C&I 535, C&I 536, C&I 540, C&I 541,</p>

	doing, then we need to include the full range of omitted courses offered by the department in the analysis (see the Courses tab on the College data sheet).	C&I 542, C&I 545, C&I 546, C&I 548, C&I 552, C&I 555, C&I 557, C&I 561, and C&I 562 all assigned to Education Program and the Teaching and Learning Department
PJW College of Education and Human Sciences / Teaching and Learning	<p>Roberta Evans is assigned to EDU.339 in FY18; this is incorrect—it should be listed an adjunct. The adjunct instructor who started the course, had to drop mid-semester because of a family illness. Another adjunct and TT faculty took on teaching out the remainder of the course.</p> <p>Please reassign EDU.339 to NT staff.</p>	Identified as an issue with how information was entered into Banner. After consideration, the number of these issues were found to be small and causing very minor differences in the data. They were not corrected.
PJW College of Education and Human Sciences / Educational Leadership	<p>In FY2018, Patty Kero is listed as 1.15 FTE. She taught 3 courses in the Fall of 2017 and was on FML in the Spring of 2018. She did not teach summer school—John Matt and Charity Atteberry picked up her courses.</p> <p>Kero's instructional FTE in FY18 should be 0.6.</p>	Identified as an issue with how information was entered into Banner. After consideration, the number of these issues were found to be small and causing very minor differences in the data. They were not corrected.
PJW College of Education and Human Sciences / Educational Leadership	<p>2018 John Matt is listed as 1.2 FTE. He taught four courses and chaired 7 dissertating doctoral candidates in AY18 and should be at 0.8 instructional FTE. As chair he has a course release.</p> <p>2018 Dan Lee is 1.0 FTE. He taught 5 courses and chaired 2 dissertating doctoral candidates over AY18.</p> <p>2018 Bill McCaw is listed as 1.0 FTE. He had a one course buy out for each semester and should be at 0.6 instructional FTE. He chaired 4 dissertating doctoral candidates as well.</p> <p>2018 Frances O'Reilly is listed as 1.2 FTE. She taught a full load (5 courses) and chaired 3 dissertating doctoral candidates in AY18 and should be 1.0 FTE.</p> <p>2018 Corey Austin (0.1 FTE) taught the backfill course for McCaw (research buy out) and Atteberry taught the backfill course for Kero (Spring 18 leave of absence).</p>	Identified as an issue with how information was entered into Banner. After consideration, the number of these issues were found to be small and causing very minor differences in the data. They were not corrected.

	<p>2018 Xin Bu is listed as 0.5 FTE. She is a grad assistant. This should be 0.3 FTE as it involves 6 of her 20 hours each week (3 instruction and 3 prep).</p> <p>2018 Charity Atteberry is correct at .03 because of her (former) position in the athletic department.</p> <p>Summer 2018 appears to be factored in to the UPC raw data sheet. Once summer FTE is factored out, the data may well reflect the chair's calculations.</p>	
PJW College of Education and Human Sciences / Communicative Sciences & Disorders	The FY 2018 SCH data shows 3543. With the 873 SCH from the Leveling program run through SELL, the revised FY2018 SCH should be 4416.	Data was not changed because self-supported hours were not included
PJW College of Education and Human Sciences / Communicative Sciences & Disorders	Amanda Jackson should be reflected at a 0.6 FTE for the 2017-18 AY and 0.5 FTE for Summer 18. This brings the total of FY2018 Instructional FTE (Non-TT) to 5.14.	Identified as an issue with how information was entered into Banner. After consideration, the number of these issues where found to be small and causing very minor differences in the data. They were not corrected.
School of Law	The use of FY18 to calculate our presumptive S/F ratio hits us at an aberrational moment. We had abnormally down years with the classes entering Fall '15 and Fall '17 (71 students each). They bookend the numbers for FY18, representing a trough in our enrollment. Our total headcounts for the last three years (as of today's date) were: FY17 230, FY18 214, FY19 222. At a standard load of 30 credits, that would give us about 500 more SCH if we used FY17 numbers or 250 more SCH if we used FY19. Those would translate into about 1.0 additional TT FTE or .5 additional TT FTE, respectively. I note further that we decline students who get admitted to lots of other law schools. We do that to maintain our entering credentials for rankings purposes and to ensure that we admit students with a strong likelihood of passing the bar. If we had to, we could enroll a class of 80 every year. Going forward, with the national uptick in applications, our improved recruiting and	Comments were informational and led to no changes in the data calculations.

	marketing, and our rise in the rankings, we expect to maintain a class of 80 without sacrificing quality.	
School of Law	Our FY18 FTE numbers look high because they are capturing summer money paid to our faculty. We were doing exactly the same things in the baseline period, we just weren't counting them. As we budget for the future, we will need to make sure to account and budget for those summer expenses.	Corrected by removing the summer employee FTE
College of Business	BFIN 473 has been assigned to the International Business major. (i.e. management and marketing This is a finance class, is part of the finance curriculum, and is currently taught by a TT finance professor. This course should be assigned to Finance.	Moved to the Finance program
College of Business	We are missing credit for BGEN 105 (Furniss). It is not listed at all our guess is that those SCH go to Missoula College, but they are not in the spreadsheet.	BGEN 105S is only course found on list of all courses. Moved to Management Information Systems but then might have been omitted
College of Business	For the 2009-2013 averages, all courses BADM 100S and 257 (now BGEN 105S and BGEN 361) are listed under XID 74695, but should be listed under 777112 MIS. Thus currently both SCH and FTE for 74695 from 2009-13 are too high and for 777112MIS too low. The professors of record for these courses were Furniss and Morton	BGEN 105S addressed above. BGEN 361 is in Management Information Systems
School of Journalism	We see no errors in the data provided, but we have the following concerns: We are unclear whether the numbers presented to us reflect that (see three points below)	Comments were informational and led to no changes in the data calculations.
School of Journalism	SOJ lost a faculty line in June, 2017. Professor Henriette Lowisch retired, and the search for her replacement was put on hold due to the administration's hiring freeze. The combined effects of the hiring freeze and continuing budget shortfalls mean we are still unable to rehire for this position.	Comments were informational and led to no changes in the data calculations.
School of Journalism	SOJ had a faculty member on sabbatical for AY 2017-2018. Prof. Jeremy Lurgio has since returned to his role as a full-time, tenured faculty member.	Comments were informational and led to no changes in the data calculations.
School of Journalism	Our faculty members receive course releases for their work in a variety of areas that would ordinarily be assigned to staff. Our faculty run our equipment inventory, consult with the Montana Kaimin, run our internship program and recruit and mentor Native American students. Our faculty also serve as advisors for SOJ students. Our school does not have the funds to hire staff to take	Comments were informational and led to no changes in the data calculations.

	<p>over this work. We are concerned that the SCH data does not reflect the fact that these faculty activities limit our SCH production, and we urge that these factors be taken into account in calculating our productivity.</p>	
<p>College of Visual and Performing Arts / School of Art</p>	<p>Instructor In 2018, Jason Clark (line 752) is listed as instructional 1.25. 1.0 of his duties are not instructional (studio tech.) Only .25 is instructional.</p> <p>In 2016 Art lost a TT line. TT value would expect to drop proportionally, which is 9% from baseline. Currently only drops 2.4%.</p>	<p>Identified as an issue with how information was entered into Banner. After consideration, the number of these issues were found to be small and causing very minor differences in the data. They were not corrected.</p>
<p>College of Visual and Performing Arts / School of Art</p>	<p>SCH The following classes are attributed to Art's FY2009-13 SCH base, but belong somewhere else. They are taught by faculty from other schools and most are not accessible to Art students, or part of our curriculum. Total SCH should be 415 LESS.</p> <p>Please see FY 2009-2013, lines 18664, 18754, 18901, 19142, 19187, 19188, 19189, 19196, 19232, 19246, 19251, 19252, 19253, 19280, 19281, 19287.</p> <p>Our calculations using Banner (Dynamic Schedule record) show a 29% drop in SCH from baseline period to 2018, not 41%. (I can provide a spreadsheet of our calculations if you need one).</p>	<p>Reassigned ARTZ 582, ARTZ 583, ARTZ 584, ARTZ 585, ARTZ 586, ARTZ 587, ARTZ 588, and ARTZ 589 from Art to Creative Pulse. Reassigned MUS 582, MUS 583, MUS 584, MUS 585, MUS 586, MUS 587, MUS 588, and MUS 589 from Music to Creative Pulse. Reassigned THTR 582, THTR 583, THTR 585, THTR 586, THTR 6587, and THTR 588 from Theatre to Creative Pulse</p>
<p>College of Visual and Performing Arts / School of Art</p>	<p>2009-13 represented a "bubble" for School of Art. During these years Art saw a 34%-50% increase above our historical average. Majors for example, increase to 300 from just above 200 during this time. We absorbed this increase without any additional faculty and felt this level was unsustainable. Our 2018 SCH is closer to our historical, pre-bubble average.</p> <p>Our SCH/FTE still exceeds national averages (Delaware Benchmarks). Even though this benchmark is not considered, we feel it is accurate for art.</p>	<p>Comments were informational and led to no changes in the data calculations.</p>
<p>College of Visual and Performing Arts</p>	<p>Notes on SCH numbers:</p>	<p>Comments were informational and led to no changes in the data calculations.</p>

<p>/ School of Theater and Dance</p>	<p>The SCH data is misleading without some context. Like the entire university, we have had a drop in numbers. While the raw data shows the Theatre program is operating at 65% of the SCH average from 2009-13 and the Dance program is operating at only 54% during the same time frame, those percentages are the result of a number of external factors.</p> <p>It is important to note the general education requirements underwent a major change that deeply affected the SCH of our school during this time. In 2009/10, the general education curriculum reduced the number of arts credits required from 6 to 3, cutting required courses in the arts in half for the entire campus. When two classes in the arts were required, many programs regularly advised students into public speaking and an arts class such as <i>Acting for Non-majors</i>. Now that only one class is required, those same programs send their students to Public Speaking only. After that change in the requirements, we had to reduce the number of our sections in our "A" classes offered by more than half. Because of these changes, from 2010-2013, <i>while our majors held steady</i>, our school still saw a drop in SCH of 22%.</p> <p>Our program, like the rest of the College of Visual and Performing Arts, provides numerous general education courses and enrichment classes to the general student population. Therefore, the drop of students on our campus had a more devastating effect on our SCH. The 25% drop in our university enrollment translated to a proportional drop in our student credit hours beyond the drop in our majors.</p> <p>While our majors have dropped, we as a school recognized this drop early and worked on solutions to correct. We created aggressive outreach and recruiting efforts that are showing good results, stabilizing and now increasing our majors. We changed how often we offered classes, moving historically lower enrolled classes to a two or three year rotation schedule. We restructured curriculum to award appropriate and accurate credits for the students' production work. We also developed partnerships with local dance studios to offer enrichment classes in dance off</p>	<p>Except for last paragraph which was corrected in the Creative Pulse changes listed two rows above this row.</p>
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	<p>campus. (ie. Ballroom, Flamenco, Swing, Tango and Tap) These classes are paid for through student fees and generate SCH at very little cost to the university. The majority of the adjunct dance instructors that teach DANC 108A, fall into this category and include:</p> <table data-bbox="569 354 1045 483"> <tr> <td>Heather Adams</td> <td>(10.9 SCH)</td> </tr> <tr> <td>Martha Newby</td> <td>(41 SCH)</td> </tr> <tr> <td>Jennifer Corbin</td> <td>(5.1 SCH)</td> </tr> <tr> <td>Lori Mitchell</td> <td>(2.05 SCH)</td> </tr> </table> <p>We have also experienced a drop in faculty over this time-frame. Instructional FTE in the School of Theatre & Dance has dropped 13% since the average from the years 2009-13 and 2 more full time tenure track faculty from our school may be lost upon their retirements. It is important to note that the School of Theatre & Dance is an accredited school (one of the only four year schools in the Northwest), which has recently had our re-accreditation deferred due to not meeting “budget allocations for personnel, space, equipment and materials appropriate and sufficient to sustain programs offered by the theatre unit from year to year”. The National Association of Schools of Theatre (NAST) quantifies programs by the number of majors. Our major count places us amongst the largest programs in the country. Programs of our size average 4-6 more faculty and 10-20 more adjunct than we currently have. While the SCH number may point to a need for re-sizing, the reality is that we are already understaffed and currently have our accreditation in serious jeopardy.</p> <p>Finally, in examining the data, I found 278 SCH attributed to us from 2009-2013 that are Creative Pulse SCH.</p>	Heather Adams	(10.9 SCH)	Martha Newby	(41 SCH)	Jennifer Corbin	(5.1 SCH)	Lori Mitchell	(2.05 SCH)	
Heather Adams	(10.9 SCH)									
Martha Newby	(41 SCH)									
Jennifer Corbin	(5.1 SCH)									
Lori Mitchell	(2.05 SCH)									
College of Visual and Performing Arts / School of Music	<p>SCH: I believe the SCHs listed are mostly correct. We do assign load credit to faculty doing student teaching observation so the SCHs should be assigned to our Band, Choir, Orchestra and Music Education faculty. (Total SCH = 14cr X number of students per year divided by 5 should give the average student credit hours for that period to be added to our 5 year average. That number is 145.6</p>	Identified as an issue with how information was entered into Banner. After consideration, the number of these issues where found to be small and causing very minor differences in the data. They were not corrected.								

	<p>Our FY18 SCH for student teaching is 112</p>	
<p>College of Visual and Performing Arts / School of Music</p>	<p>FTE: Ramey Revised Data: In looking at the data, and taking into account the factors listed in the bulleted points below, <i>it appears that our FTE 5 year average and the FY2018 FTE are almost identical</i> (see Ramey Edit spreadsheet). This speaks to the fact that in order to offer accredited professional degrees in music, and provide significant general education and arts opportunities to the general student population, Music Units on the university campus must have specialized instructors who teach a wide variety of one-on-one, face-to-face courses in applied lessons and music skills classes, must offer large ensemble experiences to groups that include music majors, minors and non-majors and must serve the institution with courses in cultural studies in music. Our faculty have taught full loads of 4+4 for many years, and for most have taught overloads with no release time for creative research, service or significant recruiting activities so critical to the entire UM campus. In order to remain accredited, our School of Music has maintained a consistent core faculty and FTE as represented by the following data to offer the <u>complete</u> accredited degree. While the School of Music major count experienced a slight decline in enrollment during the 5 years of review, and our non-major general education classes experienced a moderate decline, <i>in the fall of 2018 our School of Music enrollment is currently almost 110% of last year at this time (2nd week of classes). SCH will not doubt increase as well.</i></p> <p>TABLE DID NOT PASTE INTO BOXNOTE - SEE WORD DOCUMENT PROVIDED BY DEAN KALM</p> <ul style="list-style-type: none"> · Summer FTE is recorded in data sporadically. From what I understand, all summer FTE will be removed from data. This would account for the Creative Pulse faculty (Bolton, Hughes, Wright and others) being included in music's data. I have indicated this in yellow, and removed these non-music faculty. · Instructor of record was many times a TT faculty member not a GTA, so GTA FTE would look less than .5 even though they 	<p>Comments were informational and led to no changes in the data calculations.</p> <p>Except for last three bullets. Bullet 1 was fixed when summer FTE was removed. Bullet 2 was correct with the TA FTE was removed. Bullet 3 was not addressed because the Provost choose to use General funds only for the analysis. So the Foundation FTE should be missing.</p>

	<p>were the instructor generating the SCH. I have indicated this in yellow and increased the GTA to .5</p> <ul style="list-style-type: none"> · Not all adjunct s or their FTE are accounted for as they were paid out of UM Foundation funds and those funds did not go through state index. In have indicated this in yellow. I added these faculty into the record with their FTE. 	
<p>College of Visual and Performing Arts / School of Music</p>	<p><u>Other data anomalies:</u></p> <ul style="list-style-type: none"> · MAR 231 in Music's data. That should be removed. · Creative Pulse faculty and courses in music's academic year data. That should be removed as it is a summer course and not music's faculty. · Summer School is sporadically included in music's data? I understand that is bring removed? · Jeff Brandt, who has taught an extra class for a 1.2 load credit for some of the years is not listed that way. I have corrected that record and highlighted it in yellow. · Stephen Kalm, our Dean, regularly teaches a .05 to .1 load in music each semester. I have highlighted that in yellow and corrected the record. 	<ul style="list-style-type: none"> - MAR 231 was always assigned to Media Arts and still is. - Took care of Creative Pulse issue - Removed Summer school FTE -Brandt was identified as an issue with how information was entered into Banner. After consideration, the number of these issues where found to be small and causing very minor differences in the data. They were not corrected. - Kalm was identified as an issue with how information was entered into Banner. After consideration, the number of these issues where found to be small and causing very minor differences in the data. They were not corrected.
<p>College of Visual and Performing Arts / School of Music</p>	<p><u>OTHER CONSIDERATIONS (not included in Ramey revised data, but noteworthy observation:</u></p> <p><u>Overloads:</u></p> <p>Overloads are not recorded in my edits. Music FTE is much greater that indicated in Data. 99% of our faculty are teaching at a 1.1 to 1.4 teaching load. Workload records and teaching plans are based on our Unit Standards Workload plan and are standard for schools accredited by the National Association of Schools of Music.</p> <p>In our College, many courses, including graduate classes are taught at an overload. Faculty in music teach 4+4 and beyond--consistently --with no load credit for <u>significant</u> research, committee work or other service/research/creative scholarship and <u>significant recruiting</u> activities that brings accolades to UM and students to campus.</p>	<p>Comments were informational and led to no changes in the data calculations.</p>

FCFC	<p>Instructional FTE by eliminating the faculty positions that don't actually reside in FCFC or contribute instructional FTE or SCH to the College in 2018:</p> <table border="1"> <thead> <tr> <th data-bbox="449 326 953 386">Non CFC Faculty Member FTE Listed FCFC SCH</th> <th data-bbox="953 326 1136 386"></th> <th data-bbox="1136 326 1276 386">FCFC</th> </tr> </thead> <tbody> <tr> <td data-bbox="449 386 953 446">· Michelle Bryan (Law) SCH</td> <td data-bbox="953 386 1136 446">0.09 FTE</td> <td data-bbox="1136 386 1276 446">16.5</td> </tr> <tr> <td data-bbox="449 446 953 506">· Sandra Zellmer (Law) SCH</td> <td data-bbox="953 446 1136 506">0.09 FTE</td> <td data-bbox="1136 446 1276 506">4.5</td> </tr> <tr> <td data-bbox="449 506 953 566">· Brandon Cooper (DBS) SCH</td> <td data-bbox="953 506 1136 566">0.71 FTE</td> <td data-bbox="1136 506 1276 566">10.0</td> </tr> <tr> <td data-bbox="449 566 953 626">· Herbert Valett (FLBS) SCH</td> <td data-bbox="953 566 1136 626"><u>0.13 FTE</u></td> <td data-bbox="1136 566 1276 626">26.0</td> </tr> </tbody> </table> <p>1.02 FTE that could be culled from FCFC</p>	Non CFC Faculty Member FTE Listed FCFC SCH		FCFC	· Michelle Bryan (Law) SCH	0.09 FTE	16.5	· Sandra Zellmer (Law) SCH	0.09 FTE	4.5	· Brandon Cooper (DBS) SCH	0.71 FTE	10.0	· Herbert Valett (FLBS) SCH	<u>0.13 FTE</u>	26.0	<p>Comments were informational and led to no changes in the data calculations.</p> <p>Note: The methodology used for the presumptive budget FTE calculations does not consider where the faculty member is paid but instead that the course has been mapped to that program/department.</p>
Non CFC Faculty Member FTE Listed FCFC SCH		FCFC															
· Michelle Bryan (Law) SCH	0.09 FTE	16.5															
· Sandra Zellmer (Law) SCH	0.09 FTE	4.5															
· Brandon Cooper (DBS) SCH	0.71 FTE	10.0															
· Herbert Valett (FLBS) SCH	<u>0.13 FTE</u>	26.0															
FCFC	<p>Ø A change in the college's instructional FTE between FY18 and the FY2009/13 baseline. The addition of 1.0 FTE to the college from the Program of National Distinction (PoND) recognition Wildlife Biology received from the Provost.</p> <p>· The first budget from the PoND award came in FY2013. In 2016 WBIO used part of the award to add 1.0 FTE faculty line in a fisheries genomics faculty member.</p> <p>Essentially FCFC is being penalized for growing a successful program (one ranked number 1 in the nation in research productivity in its field) without any demonstration that its other academic programs have experienced a decline in enrollment</p>	<p>Comments were informational and led to no changes in the data calculations.</p>															
FCFC	<p>Ø A change between the between FY18 and the FY2009/13 baseline as a result of FCFC staffing a course in a different unit.</p> <p>· Beginning in FY17 DBS concluded it no longer had the instructional faculty resources to staff B100 105N Introduction to Botany a course fundamental to FCFC degree programs. FCFC fully staffed that class in FY 18. The FTE/SCH database distributed is not capable of reflecting this change.</p> <p>This flaw makes FCFC's SCH appear lower than they are and this flaw provides another illustration of limitations of this database.</p> <p>The database mixes FTE/SCH from one unit/college into another</p>	<p>Comments were informational and led to no changes in the data calculations.</p>															

	unit/college, because in this case courses are driving the data and prefixes can only be assigned to one unit	
FCFC	<p>Ø Nicky Phear/Climate Office.</p> <p>In November 2015, President Engstrom instructed the colleges to make FTE reductions to be implemented AY17. FCFC chose to cut funding for Dr. Phear, whom had been funding mostly on FCFC non-General Fund sources as a result of across the board General Fund reductions and the failure of the Provost Office to add budget for her salary after committing to it. Thus FCFC cut the position, wherein the Provost shifted her to Davidson's Honors College and paid her on general fund. Interestingly, the FY18 analysis attributes 0.55 FTE of Dr. Phear's position to FCFC's instructional FTE</p>	Discussed with Provost. This is an issue of where the individual was paid and not the courses they teach. So no change needed to the data.
H&S	See PDF "DataCorrectionsandComments-H&S" in box folder	List of changes below
CHPBS / Skaggs School of Pharmacy / BMED	<p>My rough calculations show 3097 SCH (including both pharmacy and graduate teaching) for FY18 vs 4280 SCH on the spreadsheet. There was minimal change from FY09-13. My calculations do not include electives or outside teaching. The difference may be due to BIOH, AHHS or other outside courses. Nevertheless, it is obvious that the numbers include pharmacy courses taught by BMED, which is encouraging.</p> <p>Faculty numbers appear to be low for FY09-13, but accurate for FY18. It is possible that partial FTE positions that were "filled in" over the years are responsible for the difference. There has been no real change in faculty numbers since at least 2009.</p> <p>Overall, I have no issues with the BMED numbers except they are still treating all SCH equally and that disadvantages laboratory and graduate teaching. They also do not account for other responsibilities (e.g. research) that are an integral part of a BMED faculty member's obligations.</p>	Comments were informational and led to no changes in the data calculations.
H&S / African American Studies	1) Concerned about the cross listing courses.	1) Much thought was placed into dealing with the cross listed courses. Since the University is no longer using cross listed courses, there was no way to address the issue and no changes to the data were made.

		Comments were informational and led to no changes in the data calculations.
H&S / Anthropology	<p>1) The Presumptive Instructional Budget calculation does not require the faculty member to be paid from the actual department.</p> <p>2) Much thought was placed into dealing with the cross listed courses.</p>	<p>1) When comparisons are performed between these program metrics and the budget figures, differences will appear.</p> <p>2) Since the University is no longer using cross listed courses, there was no way to address the issue and no changes to the data were made.</p> <p>Comments were informational and led to no changes in the data calculations.</p>
H&S / DBS	<p>1) Concern about the interdisciplinary nature with Wildlife Biology.</p> <p>2) Difference on T/TT faculty FTE. In their calculation they "modified" some data based on internal information (release times).</p>	<p>1) Based on this feedback and feedback from Forestry, course BIOC 105N was reassigned to Forestry</p> <p>2) Since that information is not part of the Banner system, no changes we made.</p>
H&S / Chemistry & Biochemistry	<p>Identified that the data was mostly accurate. Comments were informational and led to no changes in the data calculations.</p> <p>Did have a concern about Holly Thompson expecting the FTE to be more than 1 because of summer teaching.</p>	<p>The FTE was not changed because summer FTE amounts were actually removed for all years of the data.</p>
H&S / Communication Studies	<p>1) Data error was pointed out for an incorrect FTE number caused by the GTAs being at a different FTE amount in the two time periods.</p>	<p>1) This was resolved when the GTA FTE was removed.</p> <p>Comments were informational and led to no changes in the data calculations.</p>
H&S / Computer Science		<p>Did not contest the accuracy of the data.</p> <p>Comments were informational and led to no changes in the data calculations.</p>
H&S / Economics		<p>Comments were informational and led to no changes in the data calculations.</p>

H&S / English		Believes on the whole the data is sound. Comments were informational and led to no changes in the data calculations.
H&S / Environmental Studies	1) A concern was raised about courses being assigned to EVST that were not paid for by EVST.	1) The methodology used for the presumptive budget FTE calculations does not consider where the faculty member is paid but instead that the course has been mapped to that program/department. Comments were informational and led to no changes in the data calculations.
H&S / Geography		Said data was quite accurate. Comments were informational and led to no changes in the data calculations.
H&S / Geosciences		Did not contest the accuracy of the data. Comments were informational and led to no changes in the data calculations.
H&S / Global Humanities & Religions	1) Concerns about the cross listing courses.	1) Much thought was placed into dealing with the cross listed courses. Since the University is no longer using cross listed courses, there was no way to address the issue and no changes to the data were made. Comments were informational and led to no changes in the data calculations.
H&S / History	1) Concerns about the cross listing courses.	1) Much thought was placed into dealing with the cross listed courses. Since the University is no longer using cross listed courses, there was no way to address the issue and no changes to the data were made. Comments were informational and led to no changes in the data calculations.

H&S / Military Science		Said data was essentially accurate. Comments were informational and led to no changes in the data calculations.
H&S / Modern and Classical Languages and Literatures	1) Concerns about the cross listing courses.	1) Much thought was placed into dealing with the cross listed courses. Since the University is no longer using cross listed courses, there was no way to address the issue and no changes to the data were made. Comments were informational and led to no changes in the data calculations.
H&S / Native American Studies	1) Concerns about the FTE calculations were raised. 2) Concerned about Richmond Clow being in the FY18 data.	1) The Presumptive Instructional Budget calculation does not require the faculty member to be paid from the actual department. When comparisons are performed between these program metrics and the budget figures, differences will appear. 2) Clow was identified as an issue with how information was entered into Banner. After consideration, the number of these issues were found to be small and causing very minor differences in the data. They were not corrected. Comments were informational and led to no changes in the data calculations.
H&S / Philosophy		States the data does not appear to contain significant errors. Comments were informational and led to no changes in the data calculations.
H&S / Physics and Astronomy	1) Wanted to know who got credit for engineering courses. 2) Concerned about some inconsistency in the FTE numbers because of summer.	1) All EELE and EGEN courses were assigned to Physics so Physics got credit. 2) Issue was resolved by removing summer FTE from all years of data.

		Comments were informational and led to no changes in the data calculations.
H&S / Political Science	<p>1) Believe there is an error with an FTE calculation for an individual in the FY09-FY13 time period.</p> <p>2) Historical MPA courses were assigned to Political Science and were supposed to be re-assigned to the MPA program</p>	<p>1) This difference in the FTE calculation was identified as an issue with how information was entered into Banner. After consideration, the number of these issues were found to be small and causing very minor differences in the data. They were not corrected.</p> <p>2) . Courses that were to be re-assigned are: PSCI 563, PSC 501, PSC 503, PSC 504, PSC 505, PSC 523, PSC 524, PSC 525, and PSC 527</p>
H&S / Psychology	<p>1) They were concerned about some individuals listed in the data were not PSYC faculty.</p>	<p>1) The methodology used for the presumptive budget FTE calculations does not consider where the faculty member is paid but instead that the course has been mapped to that program/department.</p> <p>Comments were informational and led to no changes in the data calculations.</p>
H&S / Sociology	<p>1) Did have issues with the FTE values.</p> <p>2) Concerned that GTAs were still in the data they were reviewing.</p>	<p>1) Appears that most of the concerns are because of the cross listed issue. Much thought was placed into dealing with the cross listed courses. Since the University is no longer using cross listed courses, there was no way to address the issue and no changes to the data were made.</p> <p>2) The issues has been resolved by removing the FTE but leaving the credit hours in the analysis.</p>

		Did not find any errors with the SCH. Comments were informational and led to no changes in the data calculations.
H&S / Women's, Gender, and Sexuality Studies	<ul style="list-style-type: none"> 1) Concerns about the FTE calculations. 2) Concerns about the cross listing courses. 	<p>1) The Presumptive Instructional Budget calculation does not require the faculty member to be paid from the actual department. When comparisons are performed between these program metrics and the budget figures, differences will appear.</p> <p>2) Much thought was placed into dealing with the cross listed courses. Since the University is no longer using cross listed courses, there was no way to address the issue and no changes to the data were made.</p> <p>Comments were informational and led to no changes in the data calculations.</p>