

**Panel discussion with Senior Vice Chancellor for Finance and Administration - UTK
Faculty Senate Retreat August 27, 2021**

Panel members: Phillip Daves, Bonnie Ownley, Michelle Violanti

Overview:

- What will be different under BAM than now? Please give some examples.
- What in the BAM model will promote equity (levels of salary, graduate student stipends, teaching loads versus research) between departments and between colleges?
- What will happen with college surpluses? How will colleges with surpluses be different from colleges without surpluses?

Since Athletics is not listed in the Support units, does this mean that as of Fall 2022 Athletics will be paying the same tax on its revenues (15%) as is applied to state and tuition revenue? If not, is Athletics as of Fall 2022 paying its share of the costs of the payroll systems, General Counsel, time of administrators etc. that they incur through their operations?

Transparency:

- Who will get to see the budget (all colleges' and units') budgets, when and in what detail?
- When the budget committee holds open forums in March with the budget information, how much and in what detail can we share with all faculty? (as part of this, will the colleges have already submitted their internal budgets and we will be able to see all this?)
- What information will colleges be required to share with their faculty about their own internal budgets?

Governance

How will the colleges establish internal governance structures? Are they required to? And what information about the budget will the colleges be required to share with faculty?

No system is perfect. What are the flaws in BAM?

What, exactly, is a 9-month contract? For example, if people teach in Winter Term, is that on contract and they aren't paid, or are they paid? If they don't teach winter term, are they technically considered "on vacation" and that time gets made up elsewhere? If so, where? If it's up to the unit's bylaws and workload policies, how do we make sure this workload policy is equitable across campus?

Higher priority questions from last night

- The BAM allocation of State appropriations are based solely on number of degrees and undergrad credits, and external funding revenue - how does this align with quality of these programs? A world-class program with few students in

this model receives very little allocation of State revenues. How does this align with the campus goals of excellence in programs?

- What units/positions populate the Allocation Review committee? How will assessments of support units be collected from revenue generating units and used by the allocation review committee?
- How are tuition waivers handled? If a College doubles its tuition waivers for graduate teaching assistants for example, what increase if any has to come from the College's budget?
- **What lessons have you gained from looking at other campuses that switched to an RCM budget model?**

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Other questions from last night

- **One of the goals of BAM is transparency so how will individual faculty this year be able to see the details of the model and its application to different units?**
 - Will there be university-wide public vetting of the budgets when they are under review by the budget committees so that those beyond those groups can provide input?
 - At what level of detail will the budget review committees get to see the budgets of the support units? Will review committees be able to drill down and ask whether specific expenses should truly be paid for by colleges?
 - How can we actually view the details of the Budget Model - is it written out mathematically somehow or is it all coded in spreadsheets with no overall model structure?
- Indirect recovery is stated as incentive based. Who is incentivized - do indirects flow back to the College, Department and individual and if so who sets the rules?
- How are fringe benefits costs handled in the new model? Are units charged the fringe benefits for employees or not?
- What appeals processes will be in place if a unit doesn't agree with the allocation supplied through the executive budget committee?
- Since the faculty are responsible for all curricular changes, what is the expectation regarding curricula revisions through the Faculty Senate in terms of determining budget implications?
- In what ways will BAM allow the "rich" units pay to have others teach their students? This has the potential to over-emphasize teaching in some units and research in other units, which creates disparities across units and Colleges as many of these types of General Education/VolCore courses are taught by those with the least security and lowest pay. What safeguards are in place to make sure that all units and faculty are being treated equitably?
- Please address whether the square footage formula will be applied evenly to both academic and athletic facilities under the BAM.

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