Executive Summary of the UNCG Joint Working Group on Employment Analysis (JWGEA)

Data from UNCG

- UNCG’s budgets and employment data were reviewed for the interval 2007-2008 to 2011-2012.
- Student enrollment at UNCG increased 5.8% (879 FTE, Full-Time Equivalent) across the interval.
- Total revenues increased 10%, while total expenditures increased 12% across the interval.
- State appropriations and student tuition and fees accounted for about two-thirds of total revenues.
- Funds spent directly on instruction accounted for one-third of UNCG’s 2011-2012 expenditures. Salaries and benefits accounted for about 70% of 2011-2012 state appropriations, with 74% of state funds allocated to the Division of Academic Affairs.
- Employee salaries and benefits are the largest component of budgetary allocation at UNCG. Across the interval, the following changes occurred among the categories of employees (Table 4):
  - Faculty numbers grew by 10.5% (83 FTE) across the interval.
  - The number of executive-and-professional staff increased by 26.6% (184 FTE) across the interval.
  - The number of other staff positions was reduced by 8.3% (-83 FTE) across the interval.
  - The total number of UNCG employees increased 7.4% (184 FTE) across the interval.

Data from the UNC System

- Student enrollment and employment data across the UNC system were reviewed over the interval 2007-2008 to 2011-2012.
- For the 2011-2012 academic year, the UNC system as a whole averaged 14.2 FTE students per FTE faculty (range 6.4 to 19.6) and a median ratio of 15.7 FTE students per FTE faculty. Compared to UNCG’s ratio of 18.3 FTE students per FTE faculty, only UNCC’s ratio of 19.6 FTE students per FTE faculty was higher among the 16 institutions in the UNC system (Table 9).
- For the 2011-2012 academic year, the UNC system as a whole averaged 13.2 FTE students per FTE executive-and-professional staff (range 5.4 to 35.2) and a median ratio of 20.5 FTE students per FTE executive-and-professional staff. Compared to UNCG’s ratio of 18.3 FTE students per FTE executive-and-professional staff, eleven other UNC institutions had higher ratios of FTE students per FTE executive-and-professional staff (Table 10).
- For the 2011-2012 academic year, the UNC system as a whole averaged 12.0 FTE students per FTE other staff (range 6.8 to 18.4) and a median ratio of 12.6 FTE students per FTE other staff. Compared to UNCG’s ratio of 17.0 FTE students per FTE other staff, two other UNC schools had higher ratios –UNCC had 19.6 FTE students per FTE other staff, and UNCW had 18.5 FTE students per FTE other staff (Table 11).
- For the 2011-2012 academic year, the UNC system as a whole averaged 0.93 FTE faculty per FTE executive-and-professional staff (range 0.55 to 2.45) and a median ratio of 1.29 FTE faculty per FTE executive-and-professional staff. Compared to UNCG’s ratio of 1.00 FTE faculty per FTE executive-and-professional staff, three other UNC schools had lower ratios - School of the Arts had 0.97 FTE faculty per FTE executive-and-professional staff, UNC-CH had 0.69 FTE faculty per FTE executive-and-professional staff, and NCSU had 0.55 FTE faculty per FTE executive-and-professional staff (Table 12).
- Among UNCG’s three UNC-system peers, UNCC, ECU, and NCA&TSU, UNCG’s FTE other staff had the largest decrease, whereas changes in FTE students, FTE Faculty, and FTE executive-and-professional staff were similar across all four institutions (Table 4).
**Data from UNCG’s National Peers**

- Student enrollment and employment data from UNCG’s 18 national peers were reviewed over the interval 2007-2008 to 2011-2012, with comparisons to UNCG.
- For all 19 institutions, the average number of FTE students increased by 12.4% (range -9.3 to 28.0%) with a median increase of 12.0%. Compared to UNCG’s increase of 5.8% FTE students, four of UNCG’s 18 national peers had smaller percentage increases in the number of FTE students (Table 16).
- For all 19 institutions, the average number of FTE faculty increased by 8.6% (range -5.3 to 32.3%) with a median increase of 6.1%. Compared to UNCG’s increase of 10.5% FTE faculty, five of UNCG’s 18 national peers had greater percentage growth in the number of FTE faculty (Table 13).
- For all 19 institutions, the average number of FTE executive-and-professional staff increased by 10.5% (range -9.8 to 42.4%) with a median increase of 12.1%. Compared to UNCG’s increase of 26.6% FTE executive-and-professional staff, two of UNCG’s 18 national peers had greater percentage growth in the number of FTE executive-and-professional staff (Table 14).
- For all 19 institutions, the average number of FTE other staff decreased 2.9% (range -16.9 to +62.5%) with a median decrease of -5.1%. Compared to UNCG’s decrease of 8.3% FTE other staff, five of UNCG’s 18 national peers had greater percentage reductions in the number of FTE other staff (Table 15).
- For all 19 institutions, the average number of FTE students per FTE faculty was 17.1 (range 8.1 to 28.8) with a median value of 19.4 FTE students per FTE faculty. Compared to UNCG’s value of 18.3 FTE students per FTE faculty, 12 of UNCG’s 18 national peers had higher ratios of FTE students per FTE faculty (Table 17).
- For all 19 institutions, the average number of FTE students per FTE executive-and-professional staff was 17.9 (range 7.2 to 31.7) with a median value of 22.2 FTE students per FTE executive-and-professional staff. Compared to UNCG’s value of 18.3 FTE students per FTE executive-and-professional staff, 12 of UNCG’s 18 national peers have higher ratios FTE students per FTE executive-and-professional staff (Table 18).
- For all 19 institutions, the average number of FTE faculty per FTE executive-and-professional staff was 1.0 (range 0.6 to 2.3) with a median value of 1.0 FTE faculty per FTE executive-and-professional staff. Compared to UNCG’s value of 1.0 FTE faculty per FTE executive-and-professional staff, 10 of UNCG’s 18 national peers have higher ratios of FTE faculty per FTE executive-and-professional staff (Table 20).

**JWGEA recommendations:** A regular assessment of UNCG’s resource needs, budget flexibility, and personnel by a university-wide body composed of faculty, staff, and administrators, is needed. The financial balance between instruction, scholarly research, administrative services, and physical plant should be an ongoing consideration. Instructional hiring should be examined, differentiating tenure-track, non-tenure-track faculty, and instructional support, in light of strategic institutional priorities. We recommend an annual planning session to include input from the Chancellor’s Budget Sounding Board, the Faculty Senate and the Staff Senate. UNCG must continuously strive to strengthen the partnership between the faculty and staff if we are to succeed in developing and implementing strategic institutional priorities.

**Caveat from the JWGEA:** Caution in interpreting the comparative data is required. The comparative data in this report were drawn together for us by the Education Advisory Board from the Integrated Postsecondary Education Data Systems (IPEDS), where universities self-report their enrollment and employment data. The IPEDS system does not dictate rigorous definitions and standards of occupational categories and position types, especially for personnel serving in administrative capacities, making comparisons a challenge. This challenge behooves UNCG to be clear about its own classification system when assessing each category’s contribution to the University’s mission and accurately determining each category’s yearly changes.
Moving UNCG beyond the data in the JWGEA report will be a complex challenge for the UNCG Faculty Senate and Administration. (from John Lepri, Sarah Carrigan and Alan Boyette)

Preparing for a substantial budget reduction in the coming 2014-2015 academic year, the UNCG community has marshalled its collective wisdom to consider how to implement reductions among the many different components in the academy. The magnitude of the budget reductions will almost certainly require reductions in employment, and such reductions must done in ways that minimize the effects on students, their progress toward graduation, and the successful continuation of the University’s substantial scholarly impacts on society. Three broad categories of employees are faculty, professional-and-executive staff, and support staff.

The Joint Working Group on Employment Analysis (JWGEA) produced a report, completed in February, 2014, that reviews UNCG’s enrollment and employment data over a four-year span. During the Fall 2007 through Fall 2011 interval, we found that the number of:

- full-time equivalent (FTE) students increased 5.8%,
- FTE faculty increased 10.5%,
- FTE professional-and-executive staff increased 26.6%, and
- FTE support staff decreased 8.3%.

Six of the other fifteen UNC-system schools had greater percentage growth in FTE students, nine had greater growth in the percentage growth of FTE faculty, and three had larger percentage growth among FTE professional-and-executive staff. Only one UNC school (UNC-Charlotte) had more FTE students per FTE faculty during the 2011-2012 academic year than did UNCG. All data are from the Integrated Postsecondary Education Data Systems (IPEDS).

Notwithstanding the challenges of quantifying academic quality and productivity, all 254 academic programs at UNCG were reviewed in an 18-month study across 2011 and 2012: the UNCG Academic Program Review, APR. The APR was completed one year prior to the JWGEA report. The APR identified 14 undergraduate programs and 33 graduate programs as “Exceptionally Strong in Quality;” six additional new graduate programs were identified as “High Priority” programs. In addition, 7 undergraduate programs and 7 graduate programs were identified as having “Challenges in Quality and/or Function/Demand.” There were 41 programs that were discontinued, leaving 146 programs in a middle category. To date, the APR results have supported decisions to move forward with faculty hiring needs in about half of the faculty searches that have been authorized in that interval. However, clarifying the contributions of UNCG’s diverse academic programs to its diverse stakeholders is a complex challenge, and this is also true regarding its administrative and support staff.

The final report of the JWGEA group stands as descriptive and exploratory document, identifying questions that require further and deeper analysis that will take collaborative effort and time. The JWGEA report does not provide the appropriate analysis for setting benchmarks or goalposts to use for immediate budgetary decisions. However, the concluding recommendation, “a regular assessment of UNCG’s resource needs, budget flexibility, and personnel by a university-wide body composed of faculty, staff, and administrators, to assist with implementation of strategic plans and priorities” points the direction to establishing far-reaching policies and procedures. Faculty Senate and Executive Staff are urged to consider and act upon this recommendation with immediate effect.