

CU Boulder Budget Model Redesign: Executive Summary

OVERVIEW

1. BACKGROUND

A. Historical Context and Guiding Principles

In January 2017, interviews with campus stakeholders indicated that CU Boulder's longstanding incremental-based budget model lacked transparency, flexibility, and adequate mechanisms to support the university's strategic and mission-aligned priorities. Over the following year and a half, initiatives such as Academic Futures, Foundations of Excellence, the IDEA Plan, Strategic Facilities Visioning, and Financial Futures further articulated the need for a new budget model. In Fall 2019, the University's financial leadership team initiated preparatory work for a budget model redesign, but plans were put on hold in early 2020 due to the COVID pandemic. The university's budget model redesign project launched in December 2020 with a message from Chancellor DiStefano. In that [message](#), the Chancellor emphasized that the new budget model should:

- Reflect the university's mission and priorities
- Be understandable, easy to manage, and transparent
- Promote and reward performance, success, and innovation
- Enable the campus budget to respond to changes in revenue and enrollment
- Foster trust and responsibility around decision-making
- Provide predictable funding to support our ability to be strategic in our planning

The model developed by the budget model redesign governance committees and approved by the Executive Sponsors on May 19, 2022, meets these goals.

This document provides an overview of the new model, the process by which it was developed, the manner in which it meets the goals set forth by the Chancellor, and the timeline and associated processes for its implementation in fiscal year 2022-23 ("hold harmless" year) and beyond.

B. Project Governance

The governance structure for the budget model redesign included broad representation from stakeholder groups across campus. The Executive Sponsors (ES), Strategic Alignment Committee (SAC) and Design Committee (DC) served as the project's three governance bodies. ES, SAC, and DC membership is listed in the Appendix. In addition to these standing committees, ad hoc working groups of subject matter experts were formed to address specific questions throughout the design process.

Executive Sponsors (ES)

At the start of the budget model redesign project, the Executive Sponsors established overall design parameters. They received information and updates from the SAC and DC throughout the project. On the basis of the recommendation provided to them by the Strategic Alignment Committee, the Executive Sponsors gave final approval for the new budget model at the conclusion of the project.

Strategic Alignment Committee (SAC)

The Strategic Alignment Committee was responsible for reviewing, refining, and consolidating recommendations provided by the Design Committee and elevating final recommendations to the Executive Sponsors for approval.

SAC Charge:

- Ensure alignment with campus mission and strategic priorities
- Make high-level design recommendations
- Delegate development and analysis of specific component options to Design Committee

Design Committee (DC)

The Design Committee was responsible for developing an overall flow of funds in the new model as well as issuing more specific design recommendations for SAC consideration.

DC Charge:

- Develop detailed tuition allocation design elements
- Create revenue and expense account roll-ups
- Provide data and data analysis of design options
- Organize various working groups and subcommittees based on model design needs

C. Stakeholder Involvement

Throughout the initiative, faculty, staff, students, and shared governance bodies from across the campus were engaged to facilitate a holistic understanding of the current budget model, provide ongoing input into the new budget model's design, and ensure inclusion of desired outcomes and principles in the revised budget model.

Engagement with stakeholders across CU Boulder has included:

- 40+ stakeholder interviews and listening sessions
- 6 thematic [listening sessions](#)
- 9 “Coffee and the Budget” sessions
- 23 town hall meetings for faculty and staff in individual schools and colleges
- 3 meetings with each individual school/college dean to review budget model details
- Ongoing updates to shared governance – Boulder Faculty Assembly (BFA), Academic Affairs Budget Advisory Committee, BFA Budget and Planning, Staff Council, etc.
- Bi-weekly SAC open office hours
- Various presentations to Finance Leaders Council and other university groups
- Participation of over 50 university members on project committees
- University-wide updates in *CU Boulder Today* and through videos and related materials on the Budget and Fiscal Planning [website](#)

2. ALLOCATION DESIGN

A. Design Parameters and Considerations

As part of the early work of the Budget Model Redesign, the Executive Sponsors set the following design parameters:

- The Budget Model Redesign will focus on the allocation of net tuition.
- Indirect Cost Recovery (ICR) distributions, including Department Allocation of Indirect Cost Recovery (DAICR), will not be included in the new allocation.
- State funding will be excluded.
- The proportionate allocation of net tuition to academic schools and colleges vs. academic and administrative support units will remain at roughly 65% to schools and colleges and 35% to academic and administrative support units.
- Legacy revenue sharing agreements will be evaluated as part of the redesign.
- A strategic fund must be included in the model to provide pooled funds for strategic investment.
- Historical budgets will be funded in Year 1 of model implementation (FY23), meaning units will be “held harmless” from the impact of new allocation methodologies upon the initial adoption of the new model.

Guided by these parameters, the Strategic Alignment Committee and Design Committee arrived at a budget model in which each school and college will receive a net tuition allocation from the campus comprised of up to three sources:

- The Core Fund allocation will be derived from metrics that the campus decides appropriately reflect costs, recognize accomplishments, and promote needed actions.
- The Supplemental Fund allocation to schools and colleges will be from shared value-driven decisions that appropriately reflect our mission, our strategic priorities, and our goals.
- And finally, one part will go toward the Strategic Fund, to support campus-wide investments.

See 2.D. below for campus support unit allocation methodology.

SAC further articulated the overarching principle that tuition revenue supports the ongoing operations and mission of the university at and across multiple levels and is neither generated nor owned by any individual unit alone. The allocation of net tuition through the model must respond to shifts, spur innovation, support the university's mission as a comprehensive public teaching and research institution, and recognize that different schools and colleges will have variable costs (e.g., faculty salaries, class sizes, teaching loads). These variables change over time and should be accounted for in the regular review of Core Funds and Supplemental Funds that are allocated to various schools and colleges. The model also recognizes the importance of campus support units to provide services, programs and infrastructure within the university ecosystem, and enables funding to respond flexibly to revenue shifts along with the schools and colleges.

B. Priority Commitments

Throughout the creation of the new budget model, the SAC and DC have worked to ensure that the model supports the university's mission-aligned priorities and values. Priorities and values supported by one or more components of the model include student retention and graduation; diversity, equity, and inclusion; inter- and multi-disciplinarity; graduate education; and the university's mission as a comprehensive teaching and research institution.

1. **Student retention and graduation:** The new budget model supports student success by building in incentives for retentions (first to second year) and graduation (degrees conferred within 6 years).
2. **Diversity, Equity, and Inclusion (DEI):**
 - **Strategic Fund:** In FY23, \$1M will be allocated to the Chancellor's Diversity Initiative, which has been committed to increase to \$5 million per year in sustainable funding.
 - **Faculty Actions Fund:** The Faculty Diversity Action Plan will be continued through the Faculty Actions Fund in the new model to continue support for diverse faculty hires. This will eliminate the Faculty Vacancy Reallocation sweep and replace it with an ongoing funding mechanism.
 - **Supplemental Fund:** In the 22-23 academic year, the Provost's Office, led by Ann Schmiesing and Danielle Brunner, will convene stakeholders to establish processes, principles, and guidelines for Supplemental Fund allocations to schools and colleges. One of the criteria will be quantitative and qualitative student and faculty DEI metrics.
 - **The 10% Shared Pool** will be used in part to support DEI efforts within campus support units.
3. **Inter- and multi-disciplinarity:**
 - The Supplemental Fund provides an opportunity to support academic programs and initiatives that span multiple schools/colleges.
 - The inclusion of minors and multiple (e.g., "double") majors in the Core Fund allocation formula supports students' inter- and multidisciplinary academic coursework.
4. **Graduate education:** The new model supports graduate education by providing a graduate-specific net tuition allocation formula; eliminating the current inconsistencies in "traditional" vs. "professional" graduate program funding methodologies; and streamlining the current multitude of unique revenue share agreements into a more uniform framework.
5. **The university's comprehensive mission** is supported in the model through the Supplemental Fund, which recognizes that not every school or college can be self-supporting through a tuition allocation formula based on metrics derived from student credit hour generation.

C. Hold Harmless Commitment

The Executive Sponsors included a “hold harmless” year (fiscal year 2022-23) as one of the design parameters for the budget model redesign. The primary goal of the hold harmless year is to provide time to assess and mitigate any unintended consequences that may result from new allocation methodologies prior to full implementation. During this period, colleges, schools and campus support units will receive a minimum threshold of funding equal to FY22, assuming campus revenues remain positive. This will allow for relative stability in schools, colleges and campus support units as the impacts of the model begin to take shape.

D. Scope of Funds

There are multiple funding streams at the university. All funding sources available to a unit, not simply the funding provided via budget model allocations, are important components of a unit’s overall budget and financial portfolio. The focus of the revised budget model is on the allocation of net tuition, which is the largest funding source for the university. Net tuition is calculated across higher education by taking gross tuition assessed less bad debt, refunds, and institutional financial aid.

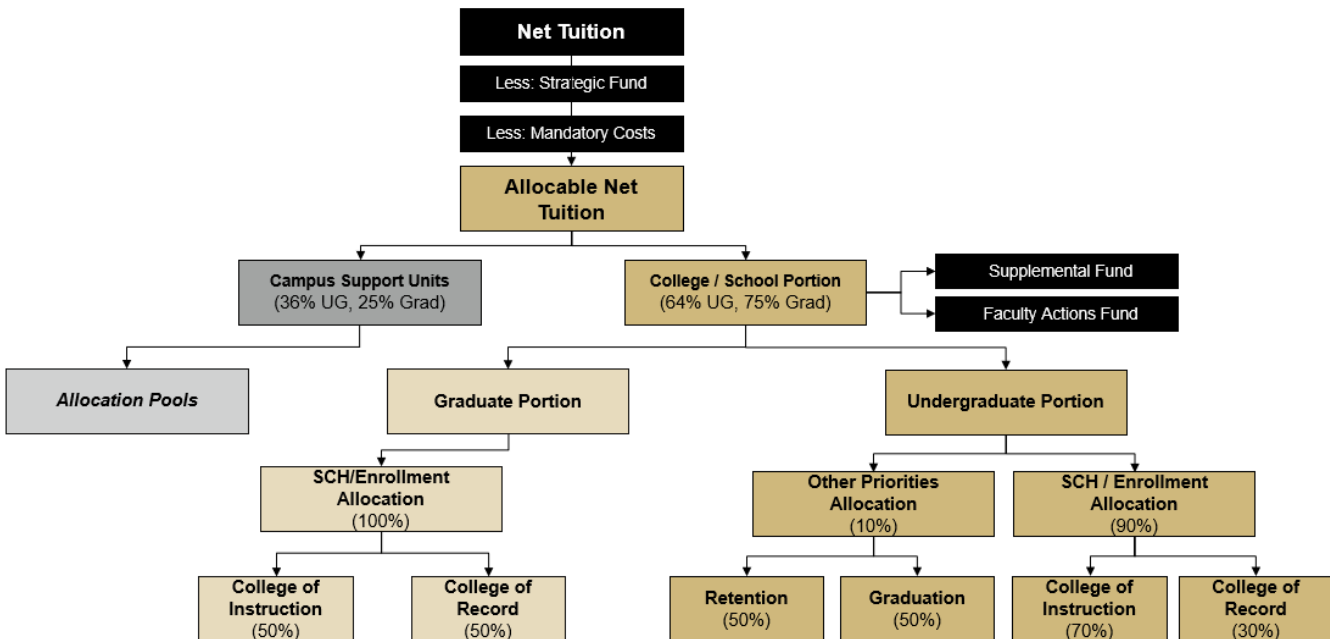
Revenue included in model allocations:

- Undergraduate tuition
- Graduate tuition
- Summer Session revenue

Revenue excluded from the model:

- Indirect Cost Recovery (ICR), including Departmental Allocation of Indirect Cost Recovery (DAICR)
- State funding
- Auxiliary fund revenue
- Restricted fund revenue (grants, contracts, gifts)
- Continuing Education tuition (including ACCESS revenue)
- General Administrative and Infrastructure Recharge (GAIR)
- All Other General Fund Revenue

E. Core Funds Revenue Allocations



The graph above outlines the overall flow of funds in the new budget model. The new model includes both quantitative, metric-driven allocations and qualitative, discretionary funding. Each component is explained and defined below.

Revenue Source	Decision
<p>A. Net Tuition: Gross-to-Net Calculation</p>	<p>Undergraduate Tuition: Gross undergraduate tuition /less undergraduate general fund institutional aid/ withdrawals/ bad debt/ refunds</p> <p>Remission-Eligible Graduate: Gross tuition remission-eligible graduate tuition /less non-Resident graduate tuition & fee remission (institutional portion)/withdrawals/bad debt/refunds</p> <p>Remission Ineligible Graduate: Gross tuition remission /less ineligible graduate tuition</p>
<p>B. Allocable Net Tuition: Net Tuition to Allocable Net Tuition</p>	<p>Undergraduate & Graduate: Net tuition /less Mandatory Costs /less Strategic Fund</p>
<p>C. Allocable Net Tuition: School/ Campus Split</p>	<p>Design Parameter: The model will be based on a cumulative 65/35 percent split of net tuition to colleges and schools/campus support units. This percent split is based on the historical 11-year average (FY 2010 to FY 2021). To recognize increased student support costs and to incentivize appropriate growth for graduate programs, the graduate split was set at 75% to schools and 25% to campus. To maintain an overall 65/35 split of net tuition, the split for undergraduate tuition was then adjusted to 64% to schools and 36% to campus.</p> <p>Undergraduate (UG) Tuition: 64% Schools / 36% Campus</p> <p>Graduate (Grad) Tuition: 75% Schools / 25% Campus</p>
<p>D. Allocable Net Tuition: Undergraduate vs. Graduate Split</p>	<p>Split using actual revenue projections</p>
<p>E. Undergraduate Portion of Allocable Net Tuition: SCH Allocation vs. Other Priority Allocations</p>	<p>10% to Other Priorities Allocations</p> <p>90% to Undergraduate Student Credit Hours (SCH) Allocation Calculation</p> <p>Note: Allocating the majority of net tuition to SCH recognizes that SCH is a main driver of cost to schools and colleges. By aligning the model with overall SCH, schools and colleges are directly allocated funds based on their SCH teaching. The remaining portion recognizes the importance of student retention and graduation.</p>
<p>F. Undergraduate Portion of Allocable Net Tuition: Undergraduate SCH Allocation Calculation</p>	<p>70% to College of Instruction (Student Credit Hours taught)</p> <p>30% to College of Record (Student Headcount majors, including multiple majors and minors)</p> <p>Note: The 70/30 split was determined through analysis of the drivers of instructional cost, historical unit expenditures, and by leveraging case studies from other peer institutions. Prioritizing COI over COR ensures that sufficient funding will flow to the unit(s) where a student takes their courses, as that unit incurs the majority of expenses associated with delivery of the student's credit hours. With supporting guidelines and policies, the COI weighting can also promote interdisciplinarity and interdisciplinary programs.</p>
<p>G. Undergraduate Portion of Allocable</p>	<p>50% Graduation incentive (6 year)</p> <p>50% Retention incentive (First to Second Year Retention)</p>

Revenue Source	Decision
<p>Net Tuition: Other Priority Allocations</p>	
<p>H. Graduate Portion of Allocable Net Tuition: Net Graduate Tuition Groupings</p>	<p>2 Groupings: Traditional Graduate and Other Graduate (JDs and Professional Masters Programs).</p> <p>Under the new model, standardized revenue sharing will be implemented for all graduate programs.</p>
<p>I. Graduate Portion of Allocable Net Tuition: Traditional Graduate Programs</p>	<p>50% to College of Instruction (Student Credit Hours taught)</p> <p>50% to College of Record (Student Headcount majors, including multiple majors and minors)</p>
<p>J. Graduate Portion of Allocable Net Tuition: Other Graduate Programs (includes PMPs and JDs)</p>	<p>50% to College of Instruction (Student Credit Hours taught)</p> <p>50% to College of Record (Student Headcount majors, including multiple majors and minors)</p>
<p>K. Undergraduate & Graduate Allocable Net Tuition: Differential Tuition</p>	<p>Weighting applied to allocation activity metrics (Student Credit Hours taught and Student Headcount majors) – differential tuition is included in the overall allocation of net tuition based on our current tiered tuition.</p> <p>Existing institutional Undergraduate and Graduate residency mixes are applied to activity metric weighting (Student Credit Hours and Student Headcount) to accurately reflect the actual resident vs. nonresident enrollment composition across the university.</p>
<p>L. Allocable Net Tuition: Campus Portion</p>	<p>Existing Funds: Allocated based on historical unit budget.</p> <p>New Funds: New funds, or fund reductions, will be allocated via four pools with discretion for the allocation of funds proportionally distributed to the Chancellor, Provost, COO, and a Shared Allocation Pool (10%).</p>
<p>M. Continuing Education Tuition</p>	<p>100% to Continuing Education (Auxiliary Funds are not included in the new budget model).</p> <p>NOTE: Summer session will be fully included in the model. However, the summer session net tuition revenue will now go to the school/college level through the budget model rather than directly to the program from CE. The school/college will need to account for summer costs as part of the new budget model.</p>
<p>N. All Other Revenues</p>	<p>100% directly to generating unit.</p>

F. Discretionary Allocations

Supplemental Fund

FUNDING MECHANISM

Supplemental Funds are taken "off the top" prior to any school/college receiving a core funds tuition allocation. Supplemental funding is distributed to ensure the university is able to meet its mission as a comprehensive AAU public teaching and research institution.

Funding for the Supplemental Fund will be generated by withholding a portion of net tuition within the 65% school/college net tuition allocation. This portion will be taken off the top before the remainder of net tuition flows through the allocation incentives. The proportion of funding taken off the top is referred to as the Supplemental Fund Withholding Rate.

The Supplemental Fund Withholding Rate will be locked for 3 years. The rate initially applied to all schools and colleges is 14.0%. Toward the end of the 3-year locked period, the rate will be reevaluated in consultation with deans and shared governance.

ALLOCATION MECHANISM

The amount of supplemental funding distributed to each school/college will be determined by the Provost after consultation with stakeholders and with consideration of unit need, alternative funding sources available, and CU Boulder's mission and strategic priorities as a comprehensive AAU public teaching and research institution.

Supplemental funding allocations will include criteria designed to support this comprehensive mission. These criteria will also include support of the university's diversity, equity, and inclusion goals. Full criteria, principles, guidelines, and associated processes will be developed during the "hold harmless" year by the Office of the Provost in consultation with deans, shared governance, and other stakeholders.

The Supplemental Fund Withholding Rate and corresponding Supplemental Fund distribution will be locked for 3 years, assuming overall tuition growth and inclusive of the hold harmless year. During this time, the Office of the Provost will work with stakeholders to establish guidelines, criteria, procedures, and a process to make recommendations to the Provost on supplemental funding.

As total tuition increases, the available supplemental funds will grow, and decision-making will be required to strategically distribute the additional available funds. Conversely, if total tuition declines, the available supplemental funds, and all other tuition funds, will decrease and require management of the associated reduction. Allocations are intended to reflect a balance between unit incentives and supporting the discretionary, strategic goals of the university.

Units eligible to receive supplemental funds include all schools, colleges, and select academic support units. Eligible academic support units are: Research Institutes, Undergraduate Education, Graduate School, and University Libraries. These units are defined as General Fund academic and research support units overseen by a dean and engaged in for-credit instructional activities. These academic support units are funded through the 35% support unit funds and receive no formulaic allocations but are eligible to receive supplemental funds.

Faculty Actions Fund	
<p>FUNDING MECHANISM</p> <p>Salary increases for promotion & tenure raises, faculty retentions, and the Faculty Diversity Action Plan will be funded off-the-top of the model prior to the allocation of Allocable Net Tuition to schools/colleges.</p> <p>The withholding rate will be sufficient to fund these personnel actions and will be reviewed annually in the budget allocation process. For FY23, the withholding rate is 1%.</p>	<p>ALLOCATION MECHANISM</p> <p>The corresponding dollar outflow will be distributed to schools and colleges through a Faculty Actions allocation. The distribution of budget will follow actual expense impact for promotion & tenure raises, faculty retentions, and the Faculty Diversity Action Plan as determined through currently existing processes.</p>
Strategic Fund	
<p>FUNDING MECHANISM</p> <p>Funding for the Strategic Fund will originate from a set dollar (\$) withholding of net tuition (including both the school/college and central campus portions).</p> <p>The annual withholding rate will be determined through a transparent process and will be flexible year over year to best align the size of the withholding to campus priorities and needs.</p>	<p>ALLOCATION MECHANISM</p> <p>Allocations from the Strategic Fund will be made by university executive leadership (Chancellor, Provost, COO), with input from school/college deans, campus leadership, and shared governance leaders.</p> <p>Allocations are intended to support priorities that will have a campus-wide impact.</p>

3. ALLOCATION GOVERNANCE

A. Core Funds Allocation

The new model includes both quantitative, metric-driven allocations and qualitative, discretionary funding. Including both qualitative and quantitative components best enables the university to fulfill its comprehensive public teaching and research mission, for example by recognizing that not every school/college can be self-supporting through SCH-related metrics alone.

Allocations of core funding are driven by the formulaic allocation mechanisms within the model. This funding is designed to flow to the schools/colleges, relying on the design decisions implemented in the model, without the need for input or intervention. The formulaic or metric-based allocations in the model include student credit hours, and student headcount (majors/minors), retention, and graduation. The quantitative portion of the model enables the budget allocation to respond to shifts in enrollment and student success measures and provide associated resources. Additionally, including specific priority allocations based on retention and graduation helps to incentivize activities beneficial to student success.

B. Supplemental Fund

The Supplemental Fund provides a qualitative component of school/college funding. It supports the university's mission and goals as a comprehensive teaching and research institution and recognizes disciplinary differences.

As noted above, allocations of the Supplemental Fund will be made by the Provost after consultation with deans, shared governance, and other stakeholders. Allocations are intended to reflect a balance between unit incentives and supporting the discretionary and strategic goals of the university.

For FY23 the university will hold all units harmless, and supplemental funds will be used to achieve this outcome at a 14% withholding rate. Units will receive a flat dollar (\$) amount of supplemental funds in FY23. This dollar amount established during the FY23 hold harmless year will be held at a minimum level for 3 years, inclusive of the hold harmless year (through FY25), presuming sufficient tuition revenue.

If tuition is generated more than the "hold harmless" requirement, a portion (14%) of the new incremental funds will be available in the Supplemental Fund to support new initiatives or school/college needs. Eligible units will be able to request additional investment from the Supplemental Fund. In the event of tuition decline, maintaining a set distribution amount might not be possible. In that case, a scaled-down distribution process will be developed.

C. Strategic Fund

Strategic Funds will be distributed via direct allocations.

The main goals for the Strategic Fund are to:

- Provide funding to support the strategic and foundational priorities of the university.
- Develop shared priorities and understanding of investments through a transparent and engaged process each year.

Open communication throughout the process is critical to ensure Strategic Funds are allocated in alignment with the university's mission, priorities, and campus-wide needs.

D. Campus Support Unit Funding

The majority of funding for Campus Support Units is allocated via the 35% (Campus Support portion) of total net tuition. In addition, some Campus Support Units generate revenue via specific fees, recharges, and other revenues that will flow directly to the unit incurring the cost.

New incremental funds, or fund reductions, will be allocated in four pools to the Chancellor, Provost, COO, and a shared allocation pool.

- The three individual pools (Chancellor, Provost, and COO) will be allocated based on the individual discretion of the respective leader.

The Shared Allocation Pool will be allocated by joint decision-making from the Chancellor, Provost, and COO. In the first year, 10% of new incremental budget for the support units will be allocated through this Shared Allocation Pool. One specific use for this pool of funds will be to support the university's diversity, equity, and inclusion goals. The specific criteria used in the process are still to be finalized.

4. CONCLUSION

The new budget model's principal components, and the qualitative and quantitative aspects within these, reflect the university's mission and priorities. The 65%/35% net tuition revenue split and the school/college Core Fund allocation methodology will enable budgets to predictably respond to changes in revenue and enrollment; in so doing, the new model will also promote and reward performance, success, and innovation and allow for greater planning, while also recognizing disciplinary uniqueness. The new model offers greater transparency than the current incremental-based model, which is based on decisions and circumstances from long ago and lacks defined decision-making processes. Unlike the current model, the new model also provides funding for campus-wide priorities, needs, and initiatives through the Strategic Fund.

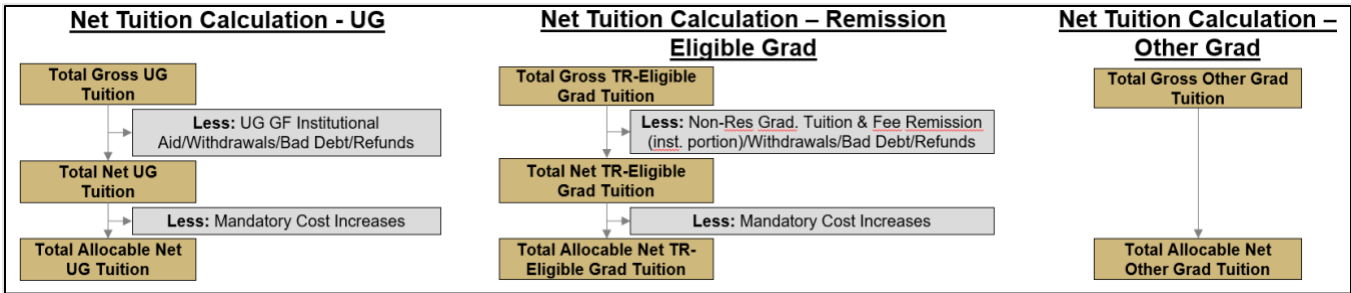
Despite these and other improvements, the new budget model will not fix every budget issue for CU Boulder. Because budget models are revenue allocation methods that do not in and of themselves generate new resources, it is important that schools, colleges, and support units understand that the new budget model will not necessarily result in new funding for their area.

In addition, policies, procedures, tools, and governance processes will be needed to support the model. The new budget model does not, and should not, automate all funding decisions; instead, the formulaic allocations in the model will need to work in concert with discretionary, strategic, and transparent decision-making.

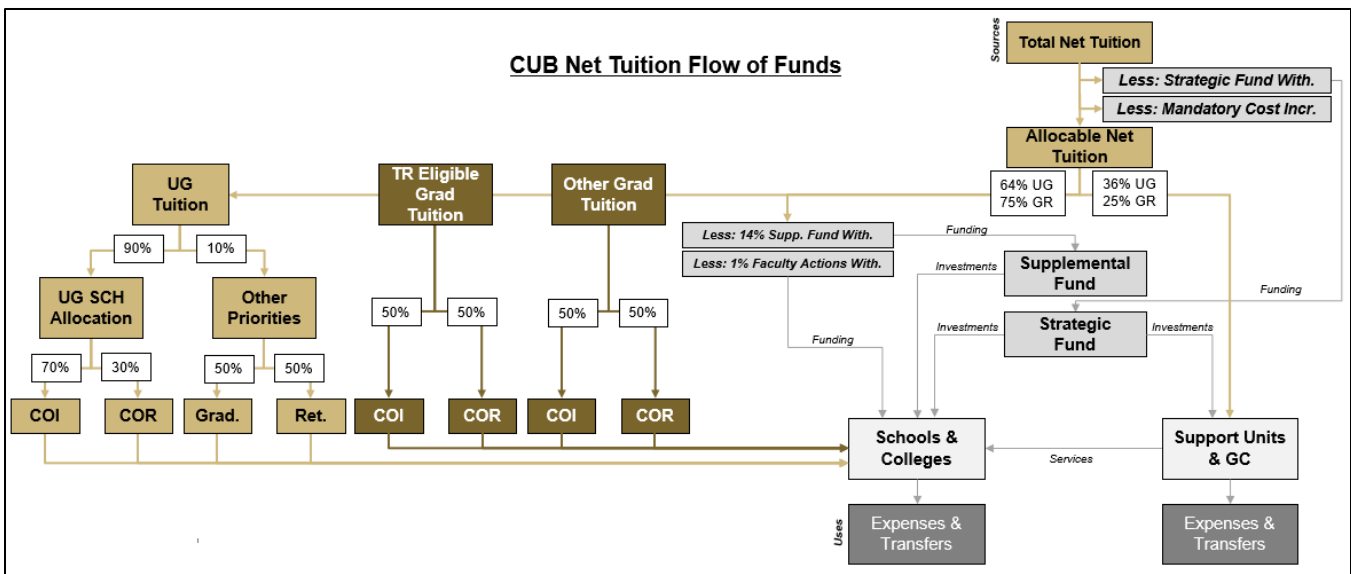
To ensure the new budget model is effective in supporting CU Boulder's mission and goals, it will undergo a structured review process every three to five years. This structured review will include, but not be limited to, evaluation of model components and rates such as the supplemental funds withholding rate, the retention and graduation incentive, determination of whether to include space costs into the model, and assessment of the impact of the model on research and creative work, diversity, equity, and inclusion, and the overall mission of the university as a comprehensive teaching and research institution that serves the public good.

5. APPENDIX

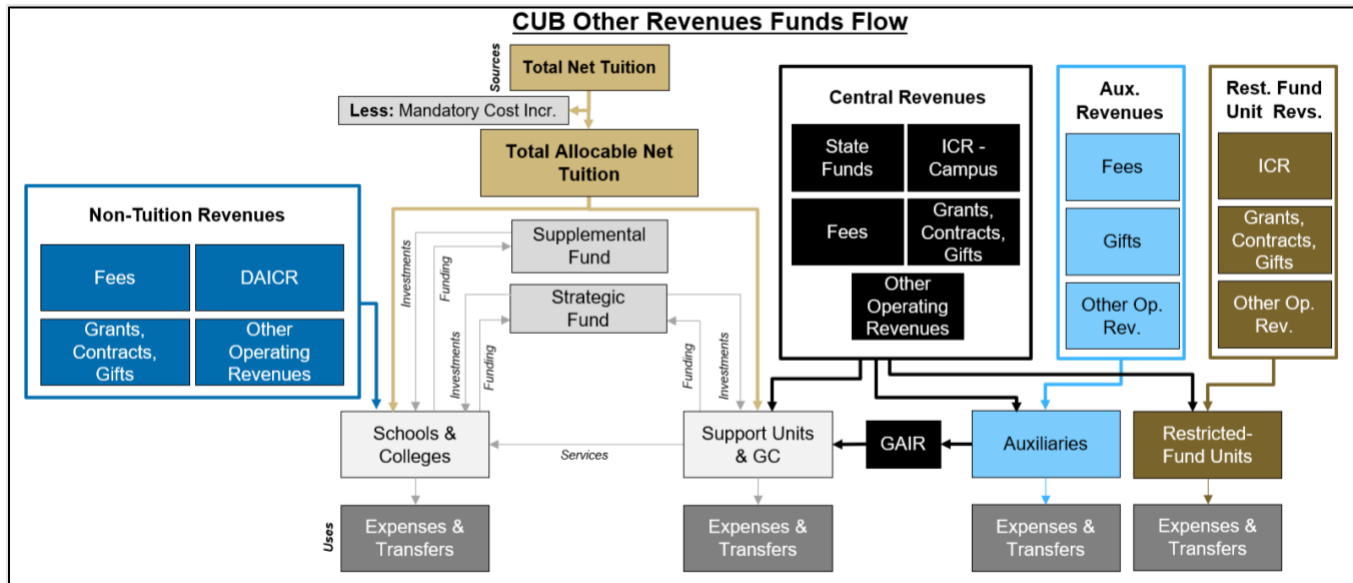
I. Gross-to-Net Tuition Calculation



II. FUNDS FLOW – Net Tuition

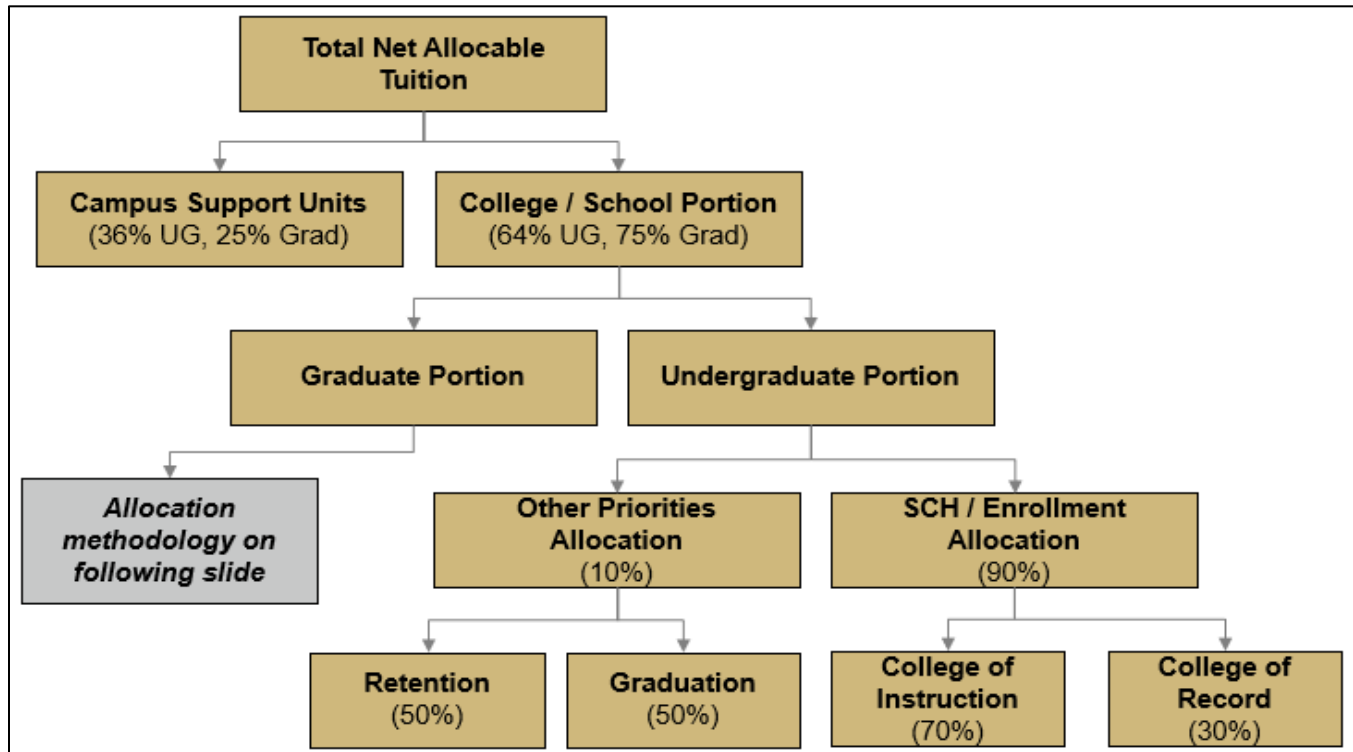


III. FUNDS FLOW – Other Revenues



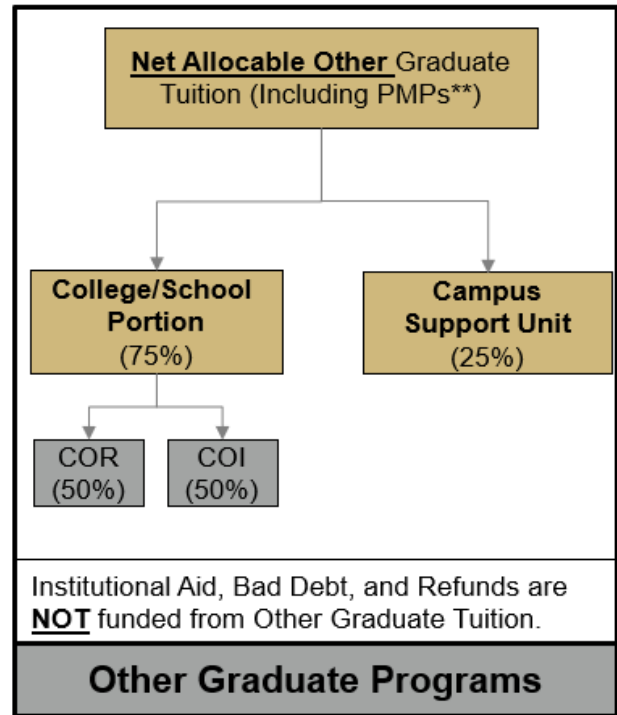
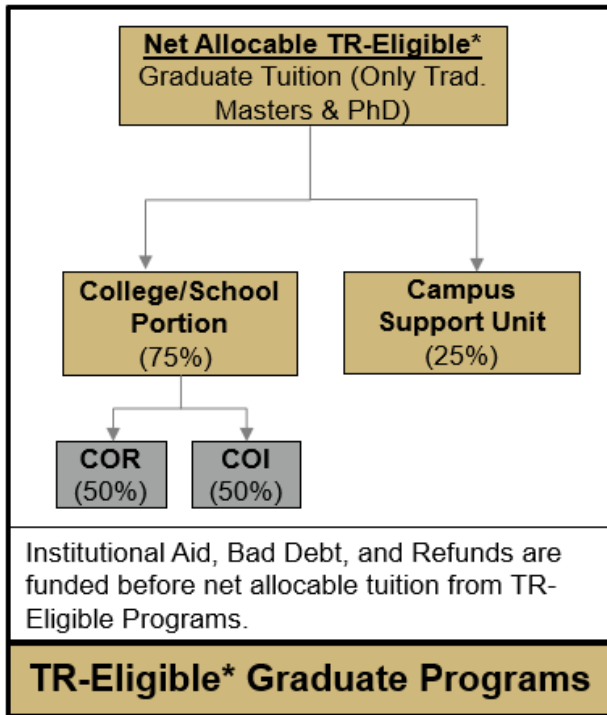
Note: The new budget model will not directly allocate academic program allocations (APAs) to academic departments and programs, since all enrollment-based funding will be provided through the COI and COR allocation and APA funding has been included in the 65%. Schools/colleges may at their discretion continue to use previous APA allocation formulas to allocate internal funding to academic departments or programs. FY23 allocations include APA funding in the hold harmless calculations.

IV. FUNDS FLOW – Net Undergraduate Tuition Allocation



Note: For the College of Record allocation, cross-college and cross-divisional for A&S multiple major students be counted as 1.0 for each major in the headcount for the COR allocation. Additionally, cross-college minor students will be counted as 0.25 for minors in the headcount for the COR allocation. Following a consistent approach for graduate students, cross-college multiple major graduate students would also be counted as 1.0 for each major in the COR allocation.

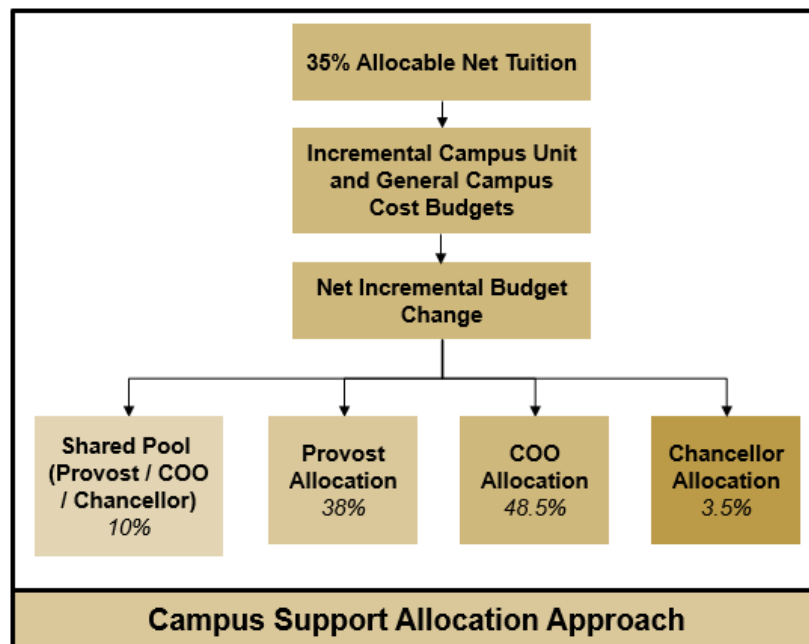
V. FUNDS FLOW – Net Graduate Tuition Allocation



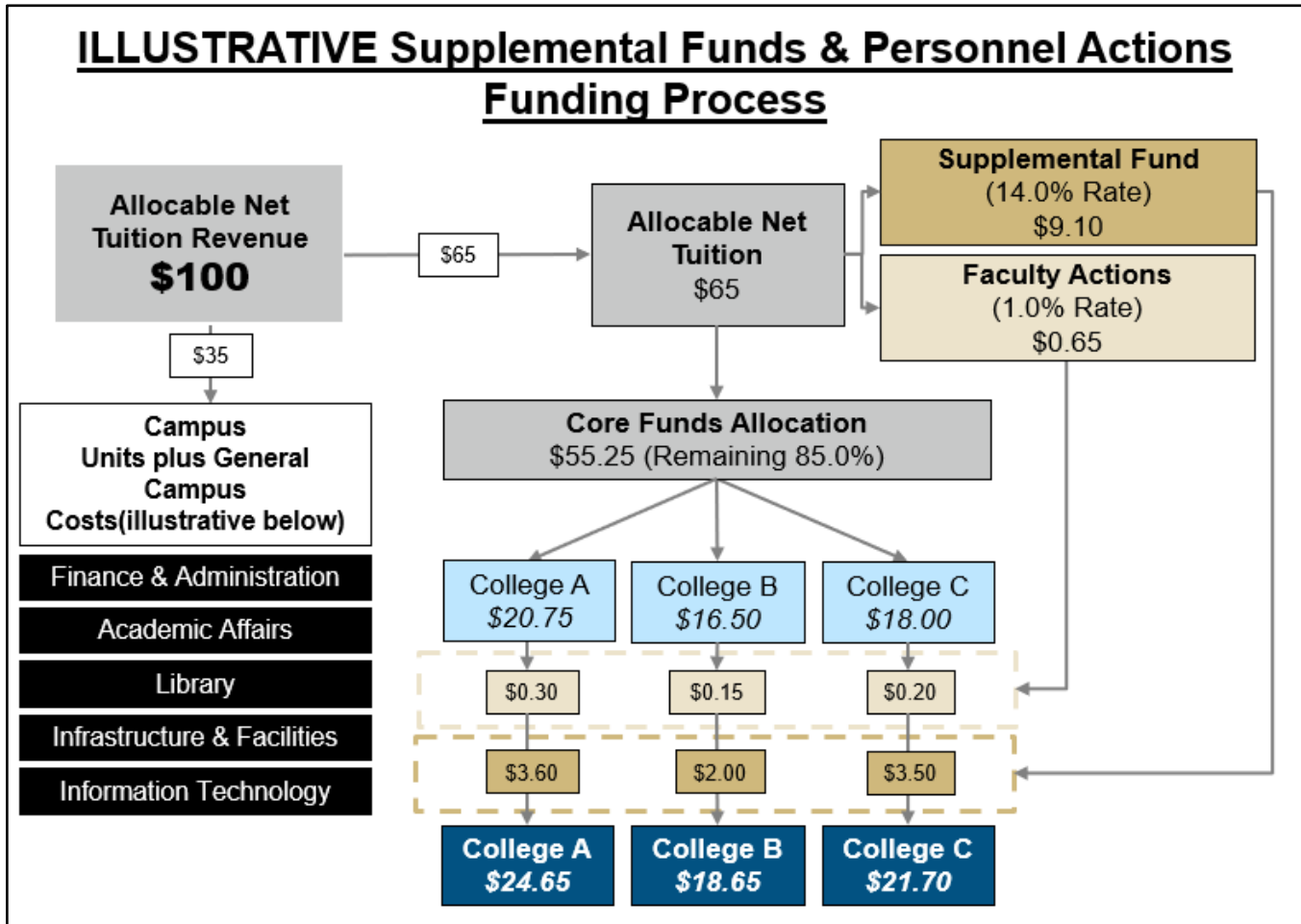
*TR-Eligible indicates programs where students can be eligible for tuition remission.

**PMP = Professional Master’s Program

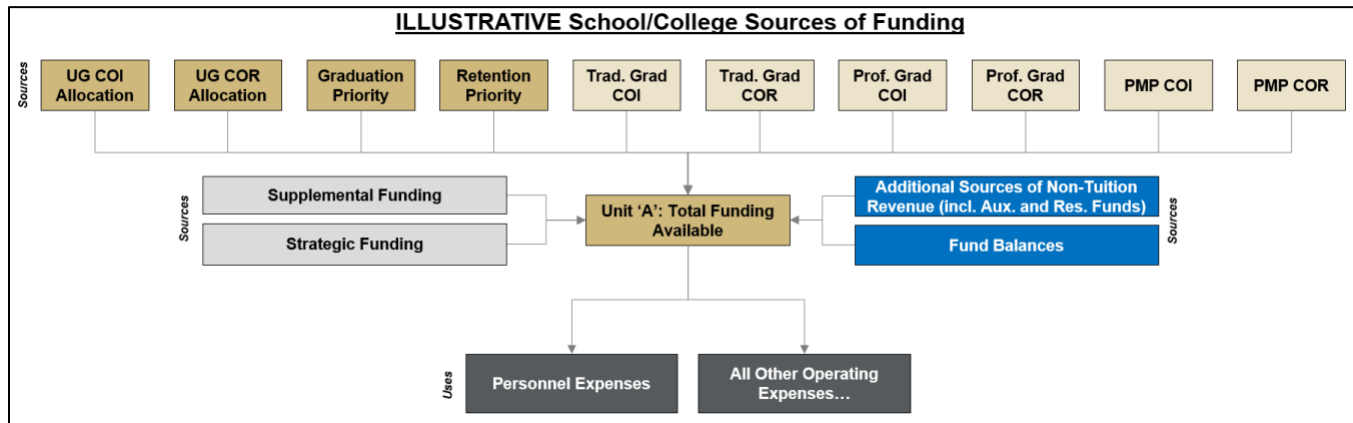
VI. FUNDS FLOW – Support Unit Allocation



VII. FUNDS FLOW - Supplemental Funds & Personnel Actions Process



VIII. School/College Budget Composition



IX. Executive Sponsors

Philip DiStefano, Chancellor	Russell Moore, Provost
Patrick O'Rourke, Chief Operating Officer	Carla Ho'a, Chief Financial Officer
Ann Schmiesing, Executive Vice Provost for Academic Resource Management	Bob Ferry, followed by Tiffany Beechy, Chair, Boulder Faculty Assembly

X. Strategic Alignment Committee Membership

Co-chair: Carla Ho'a, Chief Financial Officer	Co-Chair: Ann Schmiesing, EVP for Academic Resource Management
E. Scott Adler, Dean and Vice Provost, Graduate School	David Kang, VC for Infrastructure and Sustainability
Lolita Buckner Inniss, Dean, University of Colorado Law School	Sharon Matusik, Dean, Leeds School of Business
Chantal Baca, At-Large Representative, CU Boulder Staff Council	Robert McDonald, Dean, University Libraries, and SVP of Online Education
Lori Bergen, Dean, College of Media, Communication, and Information	Keith Molenaar, Interim Dean, College of Engineering & Applied Science
Austin Jamar "JB" Banks, Acting Vice Chancellor for Student Affairs	Michele Moses, Vice Provost and Associate Vice Chancellor for Faculty Affairs
Ben Capeloto, CU Student Body President	Omar Laris, Graduate and Professional Student Government Representative
Jeffrey Cox, Academic Futures Co-Chair and Distinguished Professor of English	Scott Parker, BFA Budget and Planning Committee Chair, Professor of Physics
John Davis, Dean, College of Music	Katherine Schultz, Dean, School of Education
Terri Fiez, Vice Chancellor for Research & Innovation & Dean of the Institutes	Scott Battle, Acting Dean of Continuing Education & Professional Studies
Lisa Flores, Associate Dean of Diversity, Equity and Inclusion, CMCI	James White, Interim Dean, College of Arts & Sciences
Additional Support: Katrina Spencer, Mandy Cole, Venessa Ortega, Kathryn Tisdale, Brad weiner, Danielle Brunner, Noah Judson, Huron	
Sara Thompson, Emily Nocito, George Conway, S. James Anaya, and Akirah Bradley also served.	

XI. Design Committee Membership

Katrina Spencer, Deputy Chief Financial Officer, Chair	
Mandy Cole, AVC of Budget Management, Budget & Finance, Co-Chair	Danielle Brunner, Director of Budget and Finance for Academic Affairs, Co-Chair
Maia Andreasen, Executive Director of Finance, Policy and Business Administration, <i>Student Affairs</i>	Karen Regan, AVC for Research & Innovation – <i>Research</i>
Lina Day, Director of Budget and Finance - <i>CMCI</i>	Ron Ried, Director, Business Services – <i>I&S</i>
Stephanie Gillin, Associate Dean of Administration and Finance - Leeds	Jonathan Rogers, Tisone Professor of Accounting – Leeds
Carrie Howard, Assistant Dean of Budget & Finance - <i>College of Music</i>	Bobby Schnabel, Computer Science Department External Chair - <i>College of Engineering</i>
Gina Langfield, Finance & Accounting Director, <i>Undergraduate Ed, ODECE</i>	Nancy Tway, Senior Budget, Finance, HR and Faculty Affairs Liason – <i>Research</i>
Amy Lavens, Vice Dean of Finance and Administration, A&S	Erin Hutchinson, Exec. Director of Planning and Procurement – OIT
Aisha Jackson, AVC/AVP for Academic and Learning Technologies, BFA Liaison - <i>OIT</i>	Andy Cowell, Professor of Linguistics – A&S
Jess Keating, Assessment Analyst - <i>ODA</i>	<i>Additional Support:</i> Venessa Ortega, Assistant Director of Budget Management, and others ad hoc
Terra McKinnish, Seth Spielman, Tobi Withrow, Angie Naillon, Cindy Thill, Katie Walker and Gina Houck also served.	