

# Budget Form Instructions

## USG Academic Degree Program Proposal Process

July 1, 2022

### Point of Contact

Associate Vice Chancellor for Budget ([budget.office@usg.edu](mailto:budget.office@usg.edu))

### Version Control

<i>Date</i>	<i>Changes</i>	<i>USG Approved date</i>	<i>Website update date</i>
<i>1-4-21</i>	<i>Original document</i>	<i>1-4-21</i>	<i>1-4-21</i>
<i>7-1-22</i>	<i>Revision to Revenue tab to include graduates in the calculation of base enrollments. Removed Special Institutional Fee from projections.</i>	<i>7-1-22</i>	

## Introduction

The following are Budget Form instructions for the New Program Request. Submit the Excel workbook through the SharePoint portal with the Program Proposal (Word Document) and the signature page. It is not necessary to cut and paste content from the Budget Form into the Program Proposal Word document. You can reference the budget worksheets in the program proposal narrative as needed.

Applicants are highly encouraged to work with their Chief Business Officer's office early in the process to see if a program in development is financially feasible. The templates provided can be helpful in thinking through the full cost of a program over the first 4 years of its life. Applicants must be able to provide a rationale for programs that cannot be sustained through program revenues alone. Different programs have different costs, while tuition rates are generally the same for all or most programs. A program that needs to be supported from other institutional funds may be justified. The application should clearly demonstrate how this subsidization will be funded. Prior to submission, all institutional offices represented on the signature page must understand the business case for the new program and how it drives the institution's overall strategy and enhances the academic program portfolio.

Line references are provided in column A of the worksheets to help in referencing a budget item in the program proposal narrative. Reference line numbers are also used in the instructions for the budget templates.

If you have questions about these templates, or suggestions for adjustments and improvements to these templates, please contact the Vice Chancellor for Academic Affairs or Associate Vice Chancellor for Budget at the USG System Office.

### Worksheet: Financial Projections

#### Purpose:

The purpose of the Financial Projections worksheet is to provide a detailed budget of the one-time and re-occurring revenues and expenditures over a four-year period for a new academic program. Provide an explanation of indirect expenses and how those costs will be paid in question 52 in the Program Proposal (Word Doc).

#### Links:

Data for certain fields in the financial projections template are pulled from supporting worksheets.

- Revenue numbers in line 6 and 7 come from the Enrollment & Tuition Revenue worksheet
- Revenue numbers in line 12 come from the External & Other Revenue worksheet
- Expenditures for personnel must reconcile with the data entered on the Existing Personnel and New Personnel worksheets (See lines 15-36).

#### Instructions:

Enter the Institution and program information requested on lines 1 -5.

These data are copied over onto the other worksheets in the workbook. Please note any assumptions or explanations in the text box at the bottom of the spreadsheet.

## Revenue

Line 6 - Base new tuition (use Enrollment & Tuition Revenue worksheet).

Do not type directly into this line. This row is populated from the Enrollment & Tuition revenue worksheet. This represents the estimated revenue from tuition. See section 3 of the instructions below.

Line 7 - Additional tuition revenue if requesting a differential tuition rate (Use Enrollment & Tuition Revenue worksheet)

Do not type directly into this line. For select *graduate* programs only, this field represents revenue from the additional tuition above the base tuition rate. Complete the budget assuming a differential rate has been approved. Be able to explain how the additional tuition revenue above the base new tuition would be covered in the differential rate request is denied. See also question 47 in the Program Proposal (Word Doc).

Line 8 - Student fees (excluding mandatory fees).

Enter the amount of revenue anticipated from student fees directly associated with this program, if applicable. Examples would be a supplemental course material fee or a laboratory fee. See also question 49 in the Program Proposal (Word Doc).

Line 9 – New State Formula Funding.

New state formula funding is generated based on credit hours attempted and reflects a **two-year lag**. For instance, credit hours attempted in Fiscal Year 2021 will generate formula funding in Fiscal Year 2023. Institutions should use \$200 per undergraduate credit hour and \$800 per graduate credit hour in your revenue estimate. These standard dollar amount per credit hour are based on historical averages for appropriations for undergraduate and graduate education. Funding is not guaranteed but should be part of the estimated revenue.

Line 10 - Reallocation of existing funds.

Enter any funds that being reallocated from other programs or budgets within the institution.

Line 11 - Federal funds, grants, external funds, endowments, or other funding (Fill in Other Funds worksheet)

The data for this row comes from the Other Funds Worksheet. This includes revenue from external sources including federal grants, foundation funds, endowments, or gifts. See section 4 of the instructions below.

Line 12- Tuition Revenue Sharing - Contra-Revenue (enter as a negative number)

In some cases the program may be sharing revenue with another institution or USG program. For example if the program is revenue sharing with the Film Academy the payment to the Film Academy would be entered as a negative number on the line 15 in the revenue section.

## Expenses

Line 15 – Personnel – Reassigned or Existing Positions

Enter the reoccurring and one-time total salary and benefit expenses for reassigned or existing personnel on lines 16 to 21. Data on the detailed Existing Personnel worksheet (green tab) must match the amounts entered on the budget template for each position type. See section 5 for instructions for the Existing Personnel worksheet.

Line 22 – Personnel – New Positions

Enter the reoccurring and one-time total salary and benefit expenses for Full-time and Part—time personnel on lines 22-36. Data on the detailed New Personnel worksheet (orange tab) must match the amounts entered on the budget template for each position type. See section 6 for instructions for the New Personnel worksheet.

**Line 37 – Graduate Students**

Enter the reoccurring and one-time total salary and benefit expenses for any graduate students that will be part of the start-up or ongoing operation of the program. Enter graduate student costs on line 37. Other student worker costs can be entered on line 36 “other personnel costs.”

**Line 39 to 66 – Operating Expenses**

Enter the reoccurring and one-time operating expenses for the program. Include all operating expenses to launch and operate the program including marketing, faculty development, equipment, or software.

**Surplus / Shortfall**

The difference in revenue (line 14) and expenditures (line 67) is totaled on line 68. Generally, programs should have a revenue surplus that may help to cover expected indirect costs. If the program expenditures exceed revenue, the applicant must explain their business case for subsidizing the program. Line 11 will need to be adjusted to show funds being shifted to the requested program to cover a projected shortfall. Revenue in line 11 must be explained as well as the rationale for the program to be subsidized. See also question 49 in the Program Proposal (Word Doc).

**Key Assumptions**

Below line 75, in the text box provided, provide information on the assumptions being made as part of the budget.

**Worksheet: Enrollment & Tuition Revenue**

**Purpose:**

The purpose for the Enrollment & Tuition Revenue worksheet is to calculate the estimated tuition revenue based on the enrollment forecast and estimated credit hour production per student.

**Links:**

This worksheet links to the line 6 and 7 in the Financial Projections template.

**Instructions:**

Enter data only in the green shaded cells

**Line 6 - Enter the Fiscal Year**

Enter the fiscal year for the forecast. For enrollment purposes, the fiscal year is defined as Fall, Spring, and Summer semesters.

**Line 8 - Lost to Attrition (should be negative)**

Enter the estimated loss in enrollment in year 2, 3, and 4. Enter data as a negative number.

**Line 9 - New to the Institution in the major**

Enter the estimated number of new students enrolling each year in the major

**Line 10 - Internal shifts from other programs**

Enter the estimated number of students within the institution that will change majors and enroll in the new program. Be able to explain in the assumptions what the impact is of the revenue shift at your institution as students shift from other majors to the new major.

**Line 11- Estimated total enrollment (headcount)**

This is a calculated field that sums line 7 to 10.

Line 12 – Graduates

Enter the estimated number of graduates of the program by the conclusion of the year.

Line 14 - Average number of courses per student per year

Enter the average number of courses in the major a student will take in a given year.

Consider how the average number of courses number is calculated to account for both part-time and full-time enrolled students.

Line 15 – Estimated credit hours per course (in the major)

Enter the estimated number of credit hours per course in the major. This should be the credit hours in the major *not* hours in the general education core curriculum.

Line 16 - % of enrollment paying out-of-state tuition

Enter the estimated percent of the headcount enrollment that will be paying out-of-state tuition. Consider how many out-of-state students may receive a waiver and pay in-state tuition.

Line 17-18 – Base tuition revenue

Enter the Board-approved tuition rate for the base amount charged per credit hour for both in-state and out-of-state tuition. Please refer to the linked usg.edu website to ensure the correct Board-approved tuition rate is used.

Line 19-20 – Differential tuition revenue (if applicable)

This is for graduate programs only that are requesting differential tuition as part of their program proposal. Enter the additional amount being requested per credit hour for the program.

Line 21 – 36 – Calculated fields

Using the data entered in lines 8 to 20 the spreadsheet calculates the estimated amount of revenue from tuition.

Line 38 – Explanatory Notes

In the notes explain the impact of the revenue shift as student move internally to the new program. What is the impact on the revenue loss to the other programs?

Worksheet: External & Other Revenue

Purpose:

The purpose of the Other Funds worksheet is to provide details on any external funding being used as a revenue source to support the new academic program. This includes but is not limited to revenue from grants, federal contracts, endowments, and donations.

Links:

This worksheet is linked to line 12 of the financial projections worksheet. Enter data in the External & Other Funds worksheet and the amounts in the total line (Line 5) will populate on the financial worksheet.

Instructions:

Line 5A on – Data Entry area

Enter data for any external funds on line 5a -5k. Users can insert rows if needed.

Type

Enter the type of funding to be received. Options include federal grant, other grant, indirect cost recoveries, contract, donation, endowment, other. In some rare cases the General Assembly appropriates funds to support a program. Enter these funds in this worksheet.

Source

Enter the source of the funding. This is the sponsor for the funds or name of the federal

grant.  
Funding Period

Enter the dates when the funds will be available for use

Competitive?

Enter a Y for Yes if the fund source is a competitive fund source; otherwise enter N for No.

Award Date

Enter the data when the Institution was awarded the funds

End date or sunset date

Enter the date when the funding ends or the date when the funding is no longer available for use.

Fiscal Year amounts

Enter the data in the appropriate column for the fiscal year and if the funding is recurring or one-time.

Line 6 – Explanatory Notes

Provide any additional explanation of the data entered on the worksheet.

Worksheet: Existing Personnel

Purpose:

The purpose of the Existing Personnel worksheet is to identify the specific people and positions that will be part of the new program expenditures. Enter data in the green shaded cells only.

Links:

This worksheet does not populate the Financial Projections worksheet. However, validation rows are set up for each section to ensure the amounts on the Financial Projections worksheet match the amounts in the Existing Personnel worksheet. Lines 6, 9, 12, and 14 are used to reconcile the data that is on the Financial Projections worksheet and the data entered on the Existing Personnel worksheet. The variances on lines 7, 10, 13, and 15 must equal 0 before submitting the budget.

Instructions:

Enter data in the cells shaded in green. Insert rows in each section if needed.

Line(s) 5 – Full-time Faculty

Enter the name of the existing full-time faculty that will be part of the new program.

Enter the current salary and fringe benefits rate. In columns G-J, enter the percent of the faculty's time dedicated and thus expensed to the new program. Enter 0% for those years the position is not supporting the program. For summer salary, use a separate row of the spreadsheet. Add additional rows as needed.

Line(s) 8 – Part-time Faculty

Enter the name of the existing part-time faculty that will be part of the new program.

Enter the current salary and fringe benefits rate. In columns G-J, enter the percent of the faculty's time dedicated and thus expensed to the new program. For summer salary, use a separate row of the spreadsheet. Add additional rows as needed.

Line(s) 11 – Administrators

This line includes any program coordinators that will part of the new program. Enter the administrators name and current salary and fringe benefits rate. In columns G-J, enter the percent of the administrator's' time dedicated and thus expensed to the new program. Add additional rows as needed.

#### Line(s) 14 – Support Staff

Enter the name of the existing staff that will be part of the new program. Enter the current salary and fringe benefits rate. In columns G-J enter the percent of the staff person's time dedicated and thus expensed to the new program. Add additional rows as needed.

#### Line 10 – Explanatory Notes

Enter any notes, assumptions, or clarifying information as needed.

#### Worksheet: New Personnel

##### Purpose:

The purpose of the New Personnel worksheet is to identify the specific new positions that will be hired to support the new program. The worksheet has a section for new full-time positions on line(s) 5 and new part-time positions on line(s) 16. Enter data in the green shaded cells only.

##### Links:

This worksheet does not populate the Financial Projections worksheet. However, validation rows are set up for each section to ensure the amounts on the Financial Projections worksheet match the amounts in the New Personnel worksheet. Lines 6 to 15 and lines 17 to 26 are used to reconcile the data that is on the Financial Projections worksheet and the data entered on the New Personnel worksheet. The variances must equal \$0 before submitting the budget.

##### Instructions:

#### NEW FULL-TIME PERSONNEL – Line(s) 5

- Select from the drop-down menu in column B the type of position needed.
- Indicate in column C the faculty rank if the position type is faculty.
- In column D enter the number of positions with the same type, rank and estimated salary.
- In Column E enter the estimated salary for the position.
- In column F enter the estimated fringe benefit rate for the position.
- In columns H-K, enter the percent of time or level of effort for the position dedicated to the new program. For example, if the position is a 9 month faculty position the percent of salary is 100%. In most cases for full-time position the percent in column H is 100%.
- Add additional rows as needed.

#### Comparison salary data

- In column P enter mean salary for the position type and rank in the home department
- In column Q enter median salary for the position type and rank in the home department

#### Line 6-15 Validation

The form includes formulas that check the amount entered in the Financial Projections worksheet with the amounts by position type entered on the New Personnel worksheet. Variances must be \$0 before submitting the workbook.

#### NEW PART-TIME PERSONNEL – Line(s) 16

- Select from the drop-down menu in column B the type of position needed.
- Indicate in column C the faculty rank if the position type is faculty.
- In column D enter the number of positions with the same type, rank and estimated salary.
- In column E enter the estimated salary for the position. Enter the part-time salary amount.
- In column F enter the estimated fringe benefit rate for the position.
- In columns H-K, enter the percent of time or level of effort for the position dedicated to the new program.
- Add additional rows as needed.

Line 17-26 Validation

The form includes formulas that check the amount entered in the Financial Projections worksheet with the amounts by position type entered on the New Personnel worksheet. Difference amounts must be 0 before submitting the workbook.

Line 27 – Explanatory Notes

Enter any notes, assumptions, or clarifying information as needed.