Supporting Faculty Success Through Self-Support Programs

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Contributing factors for faculty success

- Additional income

- Release time and scheduling flexibility for research, scholarly, and creative activities (RSCA)

- Graduate student (TA & RA) support

- Staff support

- Laboratories and other facilities

- Computer software and hardware

- RSCA-related travel

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Self-support program opportunities

- Non-thesis graduate certificates and degree programs, including stackable certificates, for working professionals

- Classes and workshops offering continuing education units (CEU's) for licensed professionals

- Professional short courses and workshops

- Academic and professional conferences

- Copyrightable digital course content

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The self-support business model

- Estimate direct and indirect costs for the course
- Estimate enrollment
- Calculate student fees to cover all costs, and obtain fee approval (for academic courses)
- Collect fees in CERF (continuing education revenue fund)
- Pay all direct expenses out of CERF, including instructor pay
- Reimburse appropriate entities (including departments) for indirect costs

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Reserves

Any student fees for a specific course or program that are still remaining after all direct and indirect costs have been paid remain in CERF for contingency reserves to ensure the long-term viability of that specific course or program. For example, reserves can be used to offset unexpected costs or enrollment fluctuations in that course or program from year to year.

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Campus self-support indirect costs

All self-support courses and programs include a budget item for "campus self-support indirects". For academic courses, these indirects are $150 per SCU for on-campus and $100 per SCU for off-campus courses or programs. These funds cover a portion of Continuing Education overhead, campus indirect costs (e.g., ITS), Chancellor's Office overhead allocations to campuses, and the State pro-rata (mostly for retiree medical benefits).

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How self-support programs can help departments and faculty

- State-supported instruction is reimbursed by CERF for all direct and indirect costs.

- Faculty can be paid extra compensation directly from CERF. Or the College or Department can be reimbursed for a portion of the faculty member's WTU workload.

- Colleges and Departments are reimbursed for any indirect costs (e.g., staff, facilities) incurred to develop and deliver a self-support program.
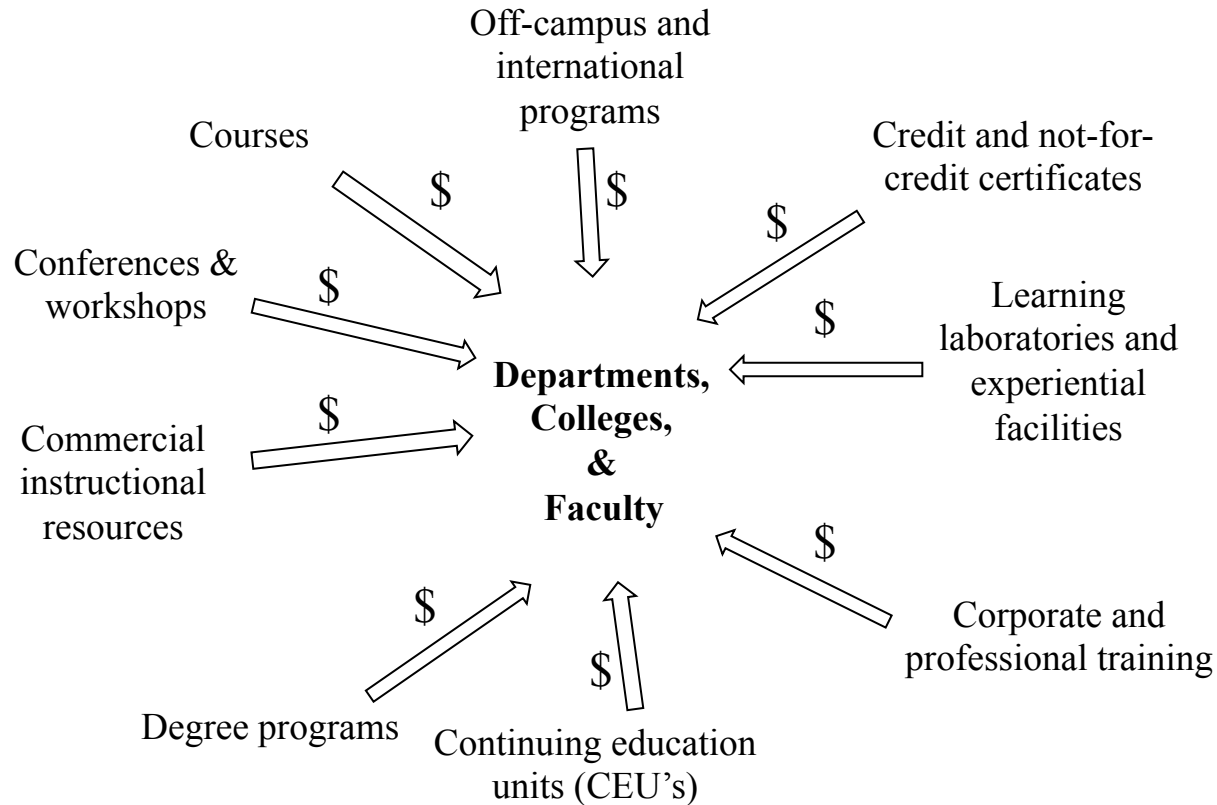
How self-support programs can help departments and faculty (continued)

- Faculty could receive licensing or royalty payments for the use of copyrighted course content.

- Student fees could be used to pay for SA's or TA's to help facilitate self-support instruction.

- Faculty RSCA-related activities could be funded by self-support fees, provided these activities relate directly to the courses / programs that generated the fees.

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How self-support programs can help departments and faculty (continued)

- Self-support fees could be used to fund online and hybrid course development and conversion in an effort to:
  - Attract working professionals from across the Western United States
  - Accommodate faculty scheduling flexibility for RSCA activities and family responsibilities
  - Enhance in-class learn-by-doing emphasis by migrating lectures and other suitable content outside class (e.g., Khan Academy's upside-down pedagogy)

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Tremendous opportunities for alternative revenue models

Off-campus and international programs

Courses

Credit and not-for-credit certificates

Conferences & workshops

$

$

$

$

Learning laboratories and experiential facilities

$

Departments, Colleges, & Faculty

Commercial instructional resources

$

$

Corporate and professional training

$

$

Degree programs

Continuing education units (CEU's)

Cal Poly Continuing Education's Mission Statement

- Develop and deliver *turnkey academic solutions* that leverage Cal Poly's distinctive capabilities to reach new markets who will invest in *financially self-supporting* academic experiences.

Cal Poly Continuing Education is here to help

Brian Tietje: new program development

Pat Stoneman: new program development and University-wide initiatives

Lorie Harrington: program support for OCOB, CENG, and COSAM

Rose Duran: program support for CAFES, CLA, and CAED

Elaine Sullivan: marketing support

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