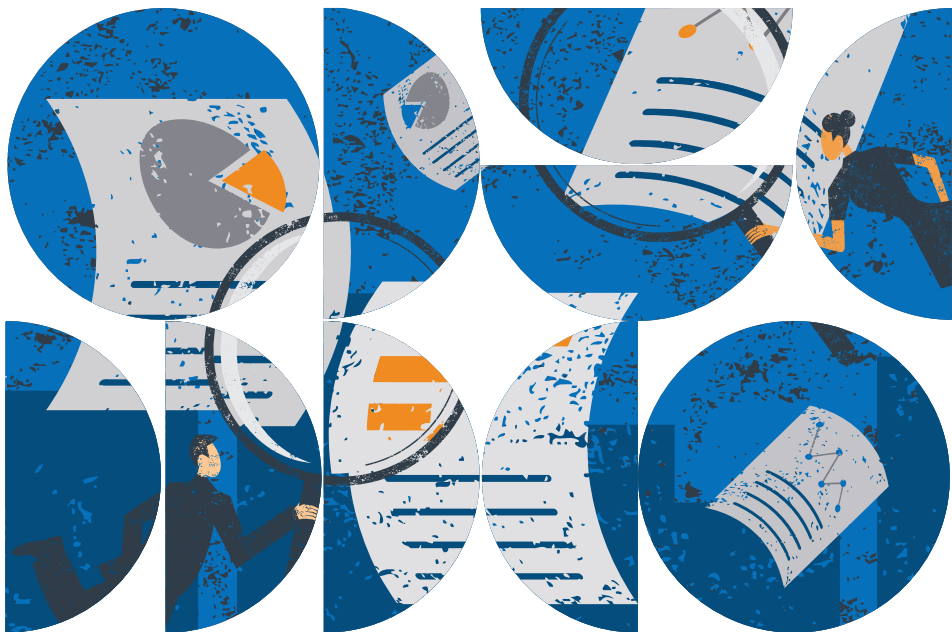




EAB

Budget and Planning Talent Development Toolkit

Business Affairs
Forum





Who Should Read

Chief Business Officers

Chief Financial Officers

Budget Directors

Academic Resource Planners

Finance HR Partners

Budget and Planning Talent Development Toolkit

Three Ways to Use This Toolkit

- Rewrite budget and planning position descriptions to reflect emerging technical skills needs
- Redesign interviewing processes to assess essential behavioral competency requirements
- Create financial training programs to upskill budget planners (including unit leaders) and analysts

Business Affairs Forum

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Table of Contents

- Executive Summary 4
- Section 1: Elevate Budget and Planning Staff Profiles 7
 - Tool 1: Compendium of Budget and Planning Position Descriptions 8
- Section 2: Upgrade Interviewing Practices to Assess Professional Competencies 33
 - Tool 2: Guide to Conducting Behavioral-Based Interviews 34
 - Component 1: Role Competency Selector 35
 - Component 2: Competency Question Picklist 37
 - Component 3: Interview Note Sheet. 45
 - Component 4: Multi-Interview Evaluation Template 48
- Section 3: Improve Effectiveness of Budget and Planning Staff 51
 - Tool 3: Financial Training Curricula for Budget and Planning Staff 52
 - Tool 4: Higher Education Industry Training. 54
 - Tool 5: Budget Planning Training Curriculum for Academic Leaders. 56

▶ Electronically access this tool: eab.com/baf-budget-staff-toolkit

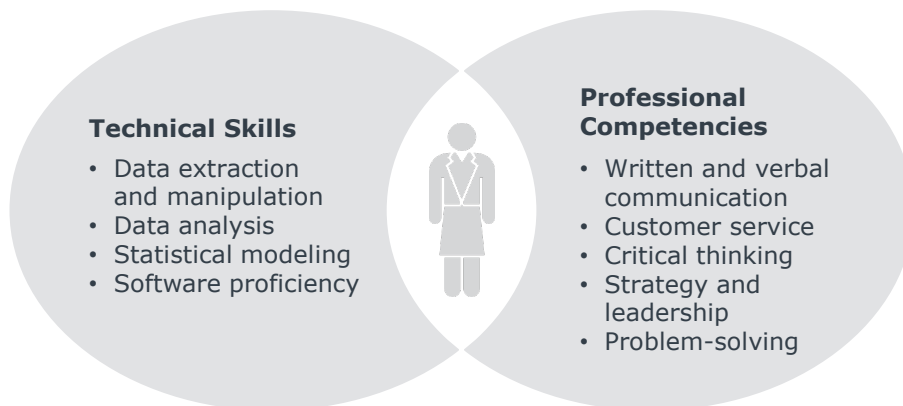
Executive Summary

Market Pressures Driving Demand for More Strategic Finance in Higher Education

Across segments, higher education institutions are confronting a host of external pressures, including changing demographics, heightening competition, and increasing affordability and value concerns. These market pressures are threatening institutional revenues while driving urgency to make new investments to grow and compete. With future resources increasingly uncertain, institutions are performing more strategic financial planning than ever before, both at the unit level and centrally. At the unit level, finance staff are more closely scrutinizing existing budget allocations to identify opportunities for reallocation to high-growth areas or other areas of strategic importance. Centrally, finance teams are more robustly modeling and planning for the impact of new investments and operating risks on overall financial health.

New Financial Planning Work Requires Elevated Staff Skill Sets

Of course, performing new financial planning activities requires new skill sets. The graphic below outlines some of the new skills today's higher education finance staff must possess. On the one hand, staff require more sophisticated technical finance and data skills. Staff profiles are shifting from "accountants to analysts"—away from processing transactions and toward analyzing financial data to inform strategic decision-making. At the same time, staff need new types of professional competencies. Staff are spending more time working with units to help them make decisions. As a result, they increasingly need to master professional competencies such as communication and critical thinking.



Resources to Support a Three-Pronged Strategy to Upskill Budget and Planning Talent

Most institutions do not have the resources to create new financial planning staff roles and hire new staff with these skill sets. Instead, leaders must pursue a three-pronged approach to build more strategic financial planning teams: First, rewrite position descriptions to elevate staff profiles and codify required, more advanced skill sets. Second, update candidate interview processes to fill all vacancies with staff possessing the right mix of technical skills and professional competencies. Third, invest in training for current staff to build new skills and raise performance.

Executive Summary (cont.)

This toolkit is designed to help finance leaders execute in these three areas. Section 1 helps leaders revise existing budget and planning roles to require elevated skill sets. In particular, Tool 1 offers a compendium of innovative budget and planning job descriptions to model or simply adopt in full. In order to support the cross-campus transformation of budget and planning roles, the position descriptions span both central and unit-based roles. Leaders can fill these new positions by capitalizing on vacancies or new funding.

Section 2 helps leaders hire candidates who possess the desired mix of technical skills and professional competencies. Use Tool 2 to introduce behavioral-based interviewing (BBI) to assess professional competencies—including communication, critical thinking, and flexibility—when backfilling roles and/or hiring staff into new roles. While hiring managers can evaluate technical skills through assessments and exercises, they may find it more difficult to evaluate professional competencies. Behavioral-based interviewing (BBI) provides a framework to evaluate these competencies.

The three tools in Section 3 help leaders improve the effectiveness of budget and planning staff. Use Tool 3 to design financial training programs to upskill current staff on core financial concepts and processes. Share the on-demand webconferences in Tool 4 with staff to provide a ready-made overview of the higher education industry. Use Tool 5 to design training programs that improve academic leaders' understanding of budgetary constraints and enhance their resource planning decisions.

1

Elevate Budget and Planning Staff Profiles



Tool 1: Compendium of Budget and Planning Position Descriptions

- Revise budget and planning position descriptions to elevate staff's required technical and professional competencies
- Introduce new budget and financial planning positions with advanced skill sets as funding allows

2

Upgrade Interviewing Practices to Assess Professional Competencies



Tool 2: Guide to Conducting Behavior-Based Interviews

- Screen candidates for critical professional and behavioral competencies

3

Improve Effectiveness of Budget and Planning Staff



Tool 3: Financial Training Curricula for Budget and Planning Staff

- Design staff trainings that reinforce core financial skills and institutional processes



Tool 4: Higher Education Industry Training

- Share on-demand webconferences that teach higher education industry context with budget and planning staff



Tool 5: Budget Planning Training Curriculum for Academic Leaders

- Train academic leaders to consider resource constraints and trade-offs in daily decision-making



EAB

1

Elevate Budget and Planning Staff Profiles

- Tool 1: Compendium of Budget and Planning Position Descriptions

2

Upgrade Interviewing Practices to Assess Professional Competencies

3

Improve Effectiveness of Budget and Planning Staff

Compendium of Budget and Planning Position Descriptions

Overview

This compendium contains position descriptions for 11 institutional budget and planning roles. Position descriptions encompass both central and unit-based roles at the mid-career and director level. Profiled position descriptions are representative of industry-wide hiring trends for budget and planning staff. They illustrate skills to prioritize when hiring new staff, such as data analysis, financial modeling, verbal and written communication, and proficiency in general and technical software.

All position descriptions were created and published between 2016 and 2018.

Goal

Use the position descriptions in this compendium to revise budget and planning position descriptions when current staff members depart. Leaders should also review the descriptions of new roles other institutions have created and consider the need and ability to introduce similar positions on their respective campuses.

Intended User

Chief Business Officer
Chief Financial Officer
Director of Budget and Planning
Academic Leaders
HR Business Partners

Impacted Staff

New Budget and Planning Hires

▶ Electronically access this tool: eab.com/baf-budget-staff-toolkit

Summary of Position Descriptions in This Compendium

Overview

This compendium contains 11 position descriptions for five types of budget and planning roles. Roles span levels (i.e., analyst to director) and location (i.e., central- versus unit-based). Consult the table below for an overview of the positions and turn to the associated page numbers to review the full position descriptions.

Guide to Budget and Planning Position Types

1. *Central budget analyst*: Entry- to mid-level staff who report centrally. In particular, smaller institutions with limited staff will see the most benefit from modifying existing central analyst positions to require more advanced financial planning skill sets.
2. *Central budget director*: Director-level staff who oversee the central budget and planning team. Some institutions are elevating the leadership of the central budget and planning team to signal and strengthen the team's importance.
3. *Centrally based unit liaisons*: Entry- to mid-level staff who report to the central budget director but who support assigned academic and administrative units.
4. *Unit budget analysts*: Entry- to mid-level staff who report to their home unit (e.g., dean) and/or a central director and who exclusively support that unit.
5. *Central director of unit officers*: Director-level staff on the central budget team who oversee distributed unit business officers. These staff provide central oversight and coordination of financial planning across academic affairs.

Institution	Position Title	Position Origin	Educational Requirements	Work Experience	Page Number for Full Position Description
<i>Central Budget Analyst</i>					
Concordia College	Budget and Resource Planning Manager	Modification of existing role	BA/BS required, preferably in accounting, Master's and CPA preferred	5 years in higher education	10
<i>Central Budget Director</i>					
Stevens Institute of Technology	Assistant Vice President for Financial Planning, Budgeting, and Analysis	Modification of existing role	BA/BS in finance, accounting, or business required, Master's preferred	8 years	12
University of California, Davis	Senior Associate Vice Chancellor—Chief Finance and Budget Officer	Modification of existing role	BA/BS required, JD/MBA/MS preferred	7 years at management level	14

Source: Business Affairs Forum interviews and analysis.

Summary of Position Descriptions (cont.)

Institution	Position Title	Position Origin	Educational Requirements	Work Experience	Page Number for Full Position Description
<i>Centrally Based Unit Liaison</i>					
Southern Methodist University	Financial Business Manager	Modification of existing role	BA/BS required, Master's and CPA preferred	5 years	16
University of California, Los Angeles	Senior Strategic Planning Analyst	Modification of existing role	BA/BS in business, economics, statistics, or similar field required	4 years	19
University of Saskatchewan	Strategic Business Advisor, Financial Services	New role	BA/BS in commerce, business, or accounting; accounting credential preferred	2-5 years	22
<i>Unit Budget Analyst</i>					
University of Chicago	Director of Budget, Planning & Financial Reporting, Booth School	Modification of existing role	BA/BS in accounting or finance, CPA preferred	10 years	24
University of Texas at Arlington	Director of Academic Resource Planning	New role	BBA/BS in accounting, finance, or business required, Master's preferred	10 years	26
University of Virginia	Senior Budget Analyst, College and Graduate School of Arts and Sciences	New role	BA/BS required, master's preferred	4 years	28
<i>Central Director of Unit Analysts</i>					
The George Washington University	Associate Vice President for Financial Management—Schools	New role	Advanced degree required, CPA or MBA preferred	12 years	30



Concordia College

Location: Moorhead, MN

Type of Institution: Private Baccalaureate College

Enrollment: 2,114 undergraduate; 18 graduate

Budget Model: Incremental



Budget and Resource Planning Manager

Position Type: Central Budget Analyst

Reporting Lines: Reports to Controller and VP for Academic Affairs

Position Origin: Modification of existing role

Educational Requirements: BA/BS required, preferably in accounting, Master's and CPA preferred

Work Experience: 5 years, preferably in higher education

Skills Emphasized: Financial analysis, teamwork, strategy

Position Summary

The Budget and Resource Planning Manager supports academic resource planning. The role helps academic leaders make strategic planning and resource allocation decisions, explains unit finances and projections to academic leaders, and completes other financial transactions for units (e.g., accounting and auditing of restricted accounts).

Joint report: Controller/VP for Academic Affairs

FTE of 1.00 is assigned to the Treasurer/Business Office

Core Job Function

- Budget development, management, and strategic resource planning (50%)
- Coordinate the development, implementation, and administration of the Academic Affairs budget (15%)
 - Collaborate with Academic Affairs and other offices to create financial solutions to budget and non-budget challenges (10%)
 - Develop, plan, and oversee faculty compensation budget (25%)
 - Work in partnership with Human Resources to resolve employee issues related to hiring, leaves, and compensation for faculty and staff working within Academic Affairs
- Manage restricted funds in spending, revenue projection, and allocations (35%)
 - Prepare revenue projection estimates for available restricted funds
 - Collaborate with dean on resource allocation
 - Assist the Office of Foundation Relations and Research Grants and principal investigators in proper recordkeeping for governmental and private grants and contracts
 - Work with the Office of Foundation Relations and Research Grants to ensure expenses are in compliance with federal guidelines and college financial policy
 - Aid in reporting and the drawdown of federal funds
 - Prepare annual audit work papers for all restricted funds and assist Controller in other audit work papers as needed

Concordia College (cont.)

Budget and Resource Planning Manager

Core Job Function (cont.)

- Ensure access, training, and instruction are provided for new budget managers (5%)
- Support and interact directly with VP Academic Affairs, Associate Dean, division chairs, Library Director, and OSB Dean regarding budget matters (5%)
- Examine and measure the success of initiatives and programs to determine their continued contribution. Work with others to evaluate new venture possibilities and strategic resource allocations (5%)



Stevens Institute of Technology

Location: Hoboken, NJ

Type of Institution: Private Doctoral University: Higher Research Activity

Enrollment: 3,115 undergraduate; 3,502 graduate

Budget Model: RCM



Assistant Vice President for Financial Planning, Budgeting, and Analysis

Position Type: Central Budget Director

Reporting Lines: Reports to CFO/VP for Finance/Treasurer

Position Origin: Modification of existing role

Educational Requirements: BA/BS in finance, accounting, or business required, Master's preferred

Work Experience: 8 years

Skills Emphasized: Financial analysis, strategy, leadership, communication

Position Summary

Reporting directly to the CFO/VP for Finance/Treasurer, the Assistant Vice President for Financial Planning, Budgeting, and Analysis (AVP FPB&A) is responsible for providing effective leadership and direction over all policies, practices, and procedures related to the development and management of the University's multiyear financial plan, \$250M annual operating budget, \$15M annual capital budget, responsibility center management (RCM) model, and all related financial forecasts, variance analyses, etc. The AVP oversees the daily activities of the University's budget office, manages a team of three professionals (one manager and two senior analysts), and coordinates the efforts of divisional budget managers. The AVP is a strategic partner with various campus leaders, including the Provost, Vice Presidents, and Deans.

Essential Duties and Responsibilities

- Provides strategic leadership in advancing a best-in-class Financial Planning, Budgeting, and Analysis operation by continuing to enhance existing processes and oversight and management of the University's annual operating and capital budgets, as well as the various Divisional components thereof and related collaboration with key staff.
- Manages a talented team of financial professionals and provides direction, oversight, guidance, development, goal setting, project prioritization and scheduling, and performance management.
- Develops and implements technology and other solutions and critical timelines that support the University's strategic plan, multiyear financial plan, annual budget, quarterly forecasts, monthly GAAP basis financial reporting packages, and related ongoing financial analyses.
- Collaborates with the Financial Planning and Budgeting Advisory Committee (FPBAC) to explore continuous process improvement opportunities, including ongoing enhancements to the inaugural Stevens RCM Model.
- Develops collaborative relationships with the CFO, other members of the President's Cabinet, the Academic Council, and key colleagues on their respective teams, including Finance Division senior staff and all divisional budget managers, to provide support and promote a best-in-class environment that includes allocating financial resources based on thoughtful planning.
- Provides support to the CFO in developing presentation materials and financial analyses for various meetings, including the FPBAC, President's Cabinet, Board of Trustees, Finance Committee, rating agencies, etc.; assists with conducting presentations.

Source: IPEDS; Stevens Institute of Technology, Hoboken, NJ; Business Affairs Forum interviews and analysis.

Stevens Institute of Technology (cont.)

Assistant Vice President for Financial Planning, Budgeting, and Analysis

Qualifications

Required Education: Bachelor's degree in finance, accounting, business administration, or a related discipline

Preferred Education: Master's degree in finance, accounting, business administration, or a related discipline

Required Experience: Minimum of 8 years of progressively responsible budget- and finance-related experience in a large organization

Preferred Experience: Financial planning and budgeting experience in the higher education sector, including work with RCM models

Required Knowledge, Skills, and Abilities:

- Excellent financial analysis, financial modeling, and technology skills; familiarity with RCM or equivalent budget models
- Strong communication and presentation skills, including the ability to explain complex financial information
- Effective leadership and management skills; ability to mobilize a team of professionals to complete high-quality work on time; ability to collaborate with various levels
- Ability to work as a self-starter and problem solver, with minimal direction and oversight
- Capacity to perform at a high level of excellence and create a best-in-class operation, with strong attention to detail



University of California, Davis

Location: Davis, CA

Type of Institution: Public Doctoral University: Highest Research Activity

Enrollment: 29,379 undergraduate; 7,081 graduate

Budget Model: RCM



Senior Associate Vice Chancellor—Chief Finance and Budget Officer

Position Type: Central Budget Director

Reporting Lines: Reports to Vice Chancellor—Finance, Operations and Administration; dotted-line to the Provost and Executive Vice Chancellor

Position Origin: Modification of existing role

Educational Requirements: BA/BS required, JD/MBA/MS preferred

Work Experience: 7 years of management experience

Skills Emphasized: Financial analysis, teamwork, strategy

Position Summary

The Senior Associate Vice Chancellor—Chief Financial and Budget Officer (CFBO) serves as the chief financial advisor for the Chancellor, the Provost, and the Chancellor's Leadership Council and ensures appropriate collaboration with the Chief Financial Officers for UC Davis Health and the UC Davis Foundation to ensure overall financial strength of the University.

The CFBO provides decision support and recommendations to campus executive university mission and academic goals. Reporting directly to the Vice Chancellor—Finance, Operations and Administration with a dotted-line report to the Provost and Executive Vice Chancellor, the CFBO oversees management of the day-to-day fiscal operation and adjustment of the campus-wide budget, including overall system of budgeting and financial reporting controls and such policies, procedures, programs, and practices as may be necessary for the effective operation of the systems. The CFBO ensures financial compliance and provides strategies and systems to deliver excellent financial stewardship, management, and reporting.

The CFBO also leads and serves on numerous campus-wide committees and work groups, including, but not limited to, the Chancellor's Cabinet, Provost's Cabinet, Academic Planning Group, Campus Audit Committee, Enrollment Council, and the UCD Foundation's Finance and Investment Committee.

The CFBO will be the most senior campus subject matter expert on matters relating to the campus fiscal and budget-related policies and procedures. The incumbent is responsible for ensuring the highest standards of fiscal integrity, transparency, and stewardship of financial resources. The CFBO is responsible for the accuracy of the financial statements and attests to the external auditors on GAAP compliance, along with maintaining internal controls and risk assessments.

The CFBO acts as the official campus point person with the University of California Office of the President, General Counsel, and Treasurer's Office on all budget and financial matters involving campus operating and capital resources, as well as with other UC campuses and outside agencies. The CFBO advocates campus budget and finance needs to the Office of the President, Department of Finance, and legislative or other internal and external entities.

University of California, Davis (cont.)

Senior Associate Vice Chancellor—Chief Finance and Budget Officer

Minimum Qualifications

- BA/BS degree or equivalent related experience.
- Seven years of successful management of a large, highly complex organization, including responsibility for multiple functions related to budget, finance, and resource administration, or equivalent experience.
- Proven experience relative to strategic business and financial planning, including both operational and capital budget development.
- Demonstrated experiences implementing best practices and continuous business improvements to enhance operational functioning, reduce costs and increase stakeholder satisfaction.
- Demonstrated ability to develop positive external relations with multiple stakeholders particularly in relation to budget system development and capital planning initiatives, ideally including working with broad constituencies that may include legislators, system administrators, business executives, deans, and faculty.

Preferred Qualifications

- JD/MBA/MS degree, or equivalent related experience.
- Leadership: Create a climate of collaboration, engagement, and integration. An innovative and forward-thinker in regard to planning, strategy, and implementation. Ability to achieve results in complex and decentralized organization structures.
- Diversity: The University of California, Davis, has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.
- Strategic and visionary thinking: The ability to see and conceptualize the “bigger picture” and interpret and convey that vision to others. The ability to set, maintain, and achieve a broadly based, long-term perspective and goals.
- Interpersonal abilities: A reflective, thoughtful, and collaborative approach with an accountability and outcomes orientation that builds effective relationships, values inclusiveness, and mentors and develops people.
- Communication ability: Articulate, direct and candid; proactively encourages dialogue, frequently updates staff and colleagues, and freely exchanges useful information; presents information in a way that achieves clarity, encourages dialogue, invites buy-in, and achieves results.
- Entrepreneurial and innovative approach: Approaches problem-solving in nontraditional ways; encourages innovative thinking throughout the organization; challenges existing processes while looking for beneficial solutions. Demonstrated ability to lead and succeed in a change management setting.
- Political acumen: Experience working with state, national, and University-wide constituencies in advancing the resource planning budgetary objectives of a complex organization. Ability to work effectively within a broad and diverse array of political environments.
- Subject matter expertise: Demonstrated leadership experience in financial planning, modeling, reporting, and policy development. Understanding of finance within an integrated academic healthcare enterprise. Experience with real estate, strategic sourcing, and preferred partnership (sponsorship) agreements.



Southern Methodist University

Location: Dallas, TX

Type of Institution: Private Doctoral University: Higher Research Activity

Enrollment: 6,521 undergraduate; 5,218 graduate

Budget Model: Incremental



Financial Business Manager

Position Type: Centrally Based Unit Liaison

Reporting Lines: Reports to Director of Academic Support Services, Office of Budgets and Finance

Position Origin: Modification of existing role

Educational Requirements: BA/BS in accounting or finance required, Master's and CPA preferred

Work Experience: 5 years

Skills Emphasized: Financial analysis, strategy, communication, accounting, software proficiency

Position Summary

This role in the Office of Budgets and Finance is part of a central team responsible for financial reporting and budget administration for the academic schools at SMU. It serves as the financial/strategic advisor for assigned school(s).

Responsibilities include: handle routine and specialized budget activities, audit, analysis, and reporting; conduct projection/analysis of financial aid and enrollment to assist with strategic decision-making; oversee purchasing, including capital purchase planning and initiating purchase requisitions/approvals; manage Concur/P-card and other systems, including access and communication of compliance issues; support HR activities, including manage position budgeting; oversee/guide annual budget, merit, and year-end close process; respond to questions from tax, internal/external audit, and other business offices; manage/maintain financial organizational structure, conduct program cost analysis/projections, and participate in leadership decisions.

Essential Functions

- **Strategy:** Serve as financial and strategic advisor to school leadership to support high-level decision-making and manage financial trends/challenges. Includes projections and analysis of financial aid and enrollment data and forecasting impact on availability of resources; short- and long-term financial planning for special projects, start-ups, new programs/centers; quarterly projections for board review. (30%)
- **Expense Monitoring/Budget Management:** Oversee school expenditures; handle budget resource reallocations; conduct reserve balance analysis; review/reconcile budgets and routine audit/projections and ad hoc analysis and reporting (internal/external); annual budget process management. (20%)
- **Reporting:** Provide annual financial report for SACS, distribute/assist with monthly expense reports; conduct program cost/revenue analysis; assist Grant and Contract PIs with financial reports, faculty salaries, start-up costs, review/approvals; assist Institutional Research with data collection/info requests; handle financial data requests for external reports/surveys; review and report on utilization of endowment and other restricted funds. (10%)
- **Concur/P-card Management/Cash Handling:** Responsible for petty cash management and audit if applicable; assist faculty/staff using Concur when needed (training); manage approvals in Concur; handle new P-card requests/limit changes; coordinate/communicate regarding compliance issues; review monthly compliance reports; conduct regular projections to assist with cash management. (10%)

Source: IPEDS; Southern Methodist University, Dallas, TX; Business Affairs Forum interviews and analysis.

Southern Methodist University (cont.)

Financial Business Manager

Essential Functions (cont.)

- Human Resources/Recruitment: Consult with leadership on recruitment options/pay decisions; oversee recruitment budget if applicable; handle new faculty relocation, recruitment, and work authorizations; review/approve job descriptions; review/sign terminations; oversee/approve employment agreements; participate on hiring decisions/interviews of candidates as needed; oversee position budgeting and develop process to ensure comparable data/efficient use of human resources. (5%)
- Payroll/Human Resources: Primary school contact for all payroll/HR duties; faculty leave compensation adjustments, manage faculty pay options and summer compensation; initiate/approve permanent faculty/staff PAFs/PRCs; initiate extra-comps (VP/Dean approves); handle personnel actions; approve student/temp/adjunct PAFs; request access to TimeAccess/ePay system, approve delegates, maintenance; distribute/provide vacation accrual information. (5%)
- Year-End Close/Tax Compliance: Develop efficient year-end close process and calendar for assigned school; assist Controller with year-end close decisions; fund start-ups, review and handle restricted fund deficits, clear employee subclasses, request fund balance transfers; make decisions on prepaids/deferred expenses/accruals; respond to tax compliance (form 990/990T and Unrelated Business Income) and external audits; consult on tax treatment of travel payments, honoraria, and reimbursements of foreign visitors. (5%)
- Purchasing: Primary contact for capital purchase planning; approve purchase requests (\$5k and above); initiate purchase requests on behalf of leadership; assist with/review purchasing contracts when needed; draft employment/retirement agreements; manage and report on fixed asset inventory; provide information regarding availability of resources for strategic purchases; handle compliance/issues. (5%)
- General Management: Assist, facilitate, and/or direct faculty/staff with questions/concerns about programs, policy, or processes (or direct to formal training/proper manager); evaluate/manage organizational financial structure; inactivate/request new organizations; request Q-drive access; request access to grant report folder (if applicable); assist with/monitor start-up funding obligations; serve as point of contact/liaison with Dean/other(s) as requested; attend Dean's leadership team meetings if requested. (5%)
- Gifts/Development Services: Serve as a resource for endowment donor reports/directs appropriately; manage gift designation creation/assignment with GL; assist with obtaining donor data for financial reporting; assist with projecting endowment income for programs/centers/projects; assure donor-provided resources are used in accordance with donor intent and in coordination with development team and school leadership. (5%)

Education Requirements

Education Required: Bachelor's degree

Education Preferred: Master's degree

Specific field of study for degree: Degree in accounting, finance or business; CPA strongly preferred; MBA a plus

Work Experience

5 years required

General accounting/general ledger including Journal Processing; work environment that included a private university setting preferred; some staff and/or program management preferred; comfortable and open to technical advancements; experience with forecasting and planning strongly desired; experience with change management a plus.

Certified Public Accountant (CPA) preferred; must be knowledgeable about GAAP/FASB

Southern Methodist University (cont.)

Financial Business Manager

Knowledge, Skills, and Abilities

- Strong written communication
- Strong verbal communication
- Strong interpersonal skills
- Strong customer service orientation
- Problem solving
- Time management
- Organizational and planning skills
- Project management
- Attention to detail
- Candidate must demonstrate strong verbal and interpersonal communication skills as well as the ability to establish and maintain effective working relationships with a wide range of constituencies in a diverse community. Must also demonstrate the ability to communicate effectively in writing. A strong customer service orientation is essential. Candidate must possess strong time management, organizational, and planning skills with the ability to prioritize multiple tasks.
- Candidate must have a working knowledge of Microsoft Office programs (Word, Excel, Outlook, PowerPoint) database, and web-based files. Knowledge and experience with PeopleSoft systems preferred.
- May require extended hours during year-end close or during annual budget process.



University of California, Los Angeles

Location: Los Angeles, CA

Type of Institution: Public Doctoral University: Highest Research Activity

Enrollment: 30,874 undergraduate; 12,6758 graduate

Budget Model: Introducing RCM/hybrid model



Senior Strategic Planning Analyst

Position Type: Centrally Based Unit Liaison

Reporting Lines: Reports to Director of Program Analysis, Office of Academic Planning and Budget

Position Origin: Modification of existing role

Educational Requirements: BA/BS in business, economics, statistics, or similar field required

Work Experience: 4 years

Skills Emphasized: Financial analysis, verbal and written communication, strategy

Position Summary

The Senior Strategic Planning Analyst serves as an internal financial consultant for assigned schools/colleges and administrative units. This role provides financial analysis and budgeting advice to Vice Chancellors/Deans and maintains compliance with UC and UCLA budgetary policies and practices.

Key areas of responsibility include reviewing proposals for financial changes to existing academic programs, proposals for new programs, and other requests with financial implications and making recommendations to campus leadership based on these financial reviews.

Core Functions and Duties

- Strategic and Financial Analysis (30%)
 - Perform special studies involving quantitative analysis and complex fiscal data for presentation to senior campus executives, the Office of the President or Regents, and involving teamwork with campus senior staff (e.g., project budget models, support rate analyses, faculty renewal model, fiscal analyses to facilitate operational overview).
 - Conduct appropriate issue- and data-oriented analyses, including writing comprehensive critiques of academic and administrative operating areas on the campus.
 - Review proposals for new programs or changes in degree programs for financial viability and resource requirements.
 - Draw supportable conclusions from varied controversial, issue-related data.
 - Prepare problem statements, analysis, and solutions for presentation to campus and executive staff.
- Budget and Programmatic Evaluation (30%)
 - Interact with appropriate staff, managers, and advisory committees to communicate the Chancellor's decisions and results of analysis.
 - Serve as an internal consultant for Deans and Vice Chancellors and their staffs, review long-range strategic plans and objectives, and correlate them with strategic goals and directions defined by the Chancellor and senior executive staff.
 - Help units obtain necessary materials or information required for analyses.

Source: IPEDS; University of California, Los Angeles, Los Angeles, CA; "Classification Specifications," December 2018, <https://www.chr.ucla.edu/hr-administration/compensation-and-classification/classification-specifications>; Business Affairs Forum interviews and analysis.

University of California, Los Angeles (cont.)

Senior Strategic Planning Analyst

Core Functions and Duties (cont.)

- Identify developing budget problems. Make recommendations to and work with administrative staff to develop solutions and/or corrective measures.
- Analyze strategic plans and budget requests of selected Vice Chancellors and/or Deans for effective use of resources to achieve University strategic goals and objectives.
- Analyze requests for funds submitted mid-cycle to identify and describe relative urgency.
- Prepare routine variance analyses, combining fiscal and non-fiscal data to show college/school/administrative unit conformance to budget and strategic plan (e.g., decision memos).
- Recommendations for Executive Management (25%)
 - Research background information on issues and identify and describe alternative positions and their supporting rationales (e.g., faculty compensation, academic administration allocations).
 - Research current practices, identify possible alternative policies and procedures, and conduct feasibility studies to explore effectiveness of proposed alternatives.
 - Specify how changes will impact University, campus, or college/school/administrative units, both quantitatively and qualitatively, allocation of stipends and incentives.
 - Recommend through clear and concise analysis and support whenever senior executive staff has not already developed a position on an issue.
 - Draft appropriate documents for Vice Chancellors/Deans signatures and coordinate final preparation of the documents.
 - Participate in meetings and write correspondence and meeting summaries necessary to facilitate communication of unit budget issues.
 - Communicate both orally and in writing with budget, accounting, and financial analysts on campus, in order to communicate program needs, obtain input for feasibility studies and other budgetary analyses, and monitor progress toward approval.
 - Identify consultation process required to coordinate policy change.
 - Coordinate change process.
- Administration (15%)
 - Work with APB Budget Administration group to document the Chancellor's commitments.
 - Provide additional information as requested by analysts from other campuses and OP to support others' review and approval processes.
 - Review materials from other offices for compliance with campus budgetary policy.

Required Qualifications

- Working knowledge of strategic planning and budget. Ability to integrate complex operational and financial considerations using critical thinking.
- Possess an assured, professional approach to facilitating a wide range of programmatic and technical issues.
- Strong analytical skills to develop creative, creditable solutions and recommendations.
- Demonstrated skills in all facets of financial analysis, planning, and administration, control and evaluation of a master budget with multiple fund sources.
- Knowledge of corporate accounting standards, GAAP, GASB (including internal and external audit processes), Sarbanes Oxley, and Budgeting concepts. (preferred)

University of California, Los Angeles (cont.)

Senior Strategic Planning Analyst

Required Qualifications (cont.)

- Demonstrated ability to function effectively as a member of a staff team.
- Demonstrated ability to coordinate, facilitate, and chair meetings for the purpose of resolving differences and working toward institutional goals.
- Strong writing skills to produce effective reports, correspondence, and other documents suitable for signature by senior administration.
- Strong platform skills to make presentations to diverse academic and administrative groups at every organizational level.
- Demonstrated skills in using computer software to facilitate budgetary, programmatic, and financial analysis, e.g. Office Professional, especially Excel.



University of Saskatchewan

Location: Saskatoon, SK

Type of Institution: Public Medical/Doctoral University

Enrollment: 18,130 undergraduate; 3,290 graduate

Budget Model: RCM



Strategic Business Advisor, Financial Services

Position Type: Centrally Based Unit Liaison

Reporting Lines: Reports to the Director of Relationship Management, People and Resources

Position Origin: New role

Educational Requirements: BA/BS in commerce, business, or accounting required, accounting credential preferred

Work Experience: 2–5 years

Skills Emphasized: Strategy, teamwork, communication

Position Summary

The Strategic Business Advisor serves as a strategic finance professional within colleges/units at the University of Saskatchewan. The purpose of the position is to advise, influence, and implement effective integrated financial strategies and initiatives that support colleges'/units' objectives and operational requirements. During periods of continuous change, high work volumes, and stringent deadlines, the SBA is able to address complex financial matters applying comprehensive financial management skills and offering exceptional client service.

The Strategic Business Advisor is accountable for ensuring appropriate management and optimal execution of financial strategies, frameworks, policies, and procedures within college(s)/unit(s), including financial analysis, financial management reporting, budgeting and controls, and cost management.

Finance Strategic Business Advisors demonstrate a combination of strong University acumen and financial functional knowledge to guide the development of financial plans and strategies. In collaboration with Central Finance and ConnectionPoint, this role will contribute to the strategic, business, and operational development of financial services across the University of Saskatchewan.

Key Activities

- Establish and maintain strong working relationships with all key stakeholders, including leaders from assigned college(s)/unit(s), central office colleagues, and service centre partners.
- Contribute to the financial strategy development, implementation, and monitoring within the assigned college(s)/unit(s).
- Provide strategic oversight and support for all budgeting, financial planning, and analysis processes to support the unique financial circumstances of the college(s)/units(s).
- Support the college(s)/unit(s) financial decisions, analyze and understand the impact of these decisions on the college(s)/unit(s), and advise on progressive strategies that align with the financial strategy and goals.

University of Saskatchewan (cont.)

Strategic Business Advisor, Financial Services

Key Activities (cont.)

- Ensure alignment between revenue sources and college(s)/unit(s) priorities and initiatives, monitor funding and revenue sources, determine how financial resources are utilized, and identify opportunities that achieve greater effectiveness of college(s)/unit(s) operations.
- Monitor financial progress on approved projects and initiatives, ensuring funds are expended and reported in an appropriate and timely manner to relevant stakeholders.
- Produce college/unit management reports and prepare financial statements to review with appropriate stakeholders.
- Reduce risk by remaining current with and adhering to University policies, guidelines, and processes, relevant legislation, and collective agreements.
- Ensure appropriate approvals are obtained for financial transactions within the assigned college(s)/unit(s) as needed.
- Execute on large spend needs identified within the college(s)/unit(s), including those for goods and services, and work with central office colleagues and service centre partners to coordinate acquisition.
- Ensure effective internal controls are in place.

Competencies (attributes, behaviours, manner, and style of how skills and knowledge are applied to the position)

- **Leadership/Vision:** The demonstrated ability to build a shared, compelling, and credible vision of the future, influencing people to ensure outcomes that support achieving the vision; a culture of leadership.
- **Support for Progress:** The demonstrated ability to initiate, implement, and support innovation and institutional change and enhance programs and services.
- **Results Orientation:** Focuses on results and completing objectives within the framework defined by the University's plans and policies.
- **Personal Effectiveness:** Demonstrates an ability to reflect, clarify, and commit to what is important, take responsibility for growth and development, and contribute to positive and productive work and learning environments.
- **Communication:** The demonstrated ability to convey information and ideas to individuals in a manner that engages the audience and helps them understand, retain, and respond to the message.
- **Relationship Building:** The demonstrated ability to develop the rapport necessary to build, maintain and/or strengthen partnerships and relationships inside and outside of the University.

Education and Experience

- A relevant university degree (preferably in commerce, business or accounting) along with 2–5 years of experience within general accounting, financial management and budgeting, and financial planning and analysis. An equivalent combination of education and related experience will be considered for this position.
- A professional accounting designation would be considered an asset.
- Proficient computer skills, particularly Microsoft Office applications.
- Experience working in a diverse and inclusive environment.



University of Chicago

Location: Chicago, IL

Type of Institution: Public Doctoral University: Highest Research Activity

Enrollment: 6,001 undergraduate; 9,774 graduate

Budget Model: RCM/hybrid



Director of Budget, Planning & Financial Reporting, Booth School of Business

Position Type: Unit Budget Analyst

Reporting Lines: Reports to the Office of the Dean of the College

Position Origin: Modification of existing role

Educational Requirements: BA/BS in accounting or finance required, CPA preferred

Work Experience: 10 years

Skills Emphasized: Financial forecasting, strategy, communication, project management

Position Summary

Provide overall planning and preparation for the University of Chicago Booth School of Business's budget summary data and schedules required by the University as a local business center. Booth has a \$265M budget across 30 departments with operations in four countries. Responsibilities include strategically managing cash flow, optimizing use of available cash, and preparing and reporting financial forecasting.

Responsibilities

- Provide overall planning and preparation for Booth, including all budget summary data and schedules required by the University. This includes developing a budgetary strategic plan.
- Provide Dean's Office with 3- to 5-year financial forecasts—operations and funds.
- Manage financial analysts and accountants.
- Work closely with accounting and procurement functions within Booth finance to improve process and reporting quality.
- Provide quarterly and annual financial reporting to the central University in multiple formats, as required by University Finance.
- Act as finance director for Dean of the full-time program and administrative departments. This includes providing all planning, processing, reporting, and financial analysis for full-time program departments AND for all staff departments reporting directly to the Dean (e.g. Finance, Human Resources, Advancement, and IT).
- Act as finance director for the Booth restricted funds.
- Manage departmental endowments/gifts usage and reporting, including endowment and gift accounts.
- Verify/certify financial results for the international entities and market value of endowment accounts that is over \$700 million.
- Oversee all financial analysis projects for the total Booth entity.
- Work with University Financial Services to provide guidance to Booth on US and international tax issues.
- Key interface with both the Budget/Planning Office and the Financial Management Office.

Source: IPEDS; University of Chicago, Chicago, IL; "Director, Budget, Planning & Financial Reporting," *Inside Higher Ed*, November 2018, <https://careers.insidehighered.com/job/1618438/director-budget-planning-and-financial-reporting/>; Business Affairs Forum interviews and analysis.

University of Chicago (cont.)

Director of Budget, Planning & Financial Reporting, Booth School of Business

Responsibilities (cont.)

- Develop procedures and tools to assist departmental personnel with compliance with University accounting requirements.
- Develop and maintain productive working relations with University offices.
- Manage and oversight of Booth gift processing, fundraising reporting, and stewardship reports.
- Manage MBA scholarship database, budget, and reporting.
- Facilitate with the faculty compensation matrix and funding sources.
- Assist during budget process a report of Booth department headcount and compensation totals.

Additional Requirements

Education:

- Bachelor's degree in accounting or finance required
- CPA preferred

Experience:

- Minimum ten years of related experience with increasing responsibility required
- Substantial experience in accrual accounting required

Technical Knowledge or Skills:

- Familiarity with standard business practices and ability to advise the Chief Financial Officer on policies and procedures required.
- Excellent knowledge of MS Office (Word, Excel, and Access), e-mail, and Internet required.
- Knowledge and experience in standard office practices required.
- Excellent interpersonal and communications skills, including standard business English, spelling, arithmetic, letter and report format, and forms required.
- Excellent knowledge of accounting and audit procedures required.
- Proven ability to organize complex projects, obtain college's cooperation, work through problems, and deliver a clean finished product on time consistently required.
- Ability to consistently work effectively with a diverse group of constituencies: staff, faculty, students, and vendors required.



University of Texas at Arlington

Location: Arlington, TX

Type of Institution: Public Doctoral University: Highest Research Activity

Enrollment: 32,775 undergraduate; 12,507 graduate



Director of Academic Resource Planning

Position Type: Unit Budget Analyst

Reporting Lines: Reports to AVP of Academic Resource Planning

Position Origin: New role

Educational Requirements: BA/BS in accounting, finance, or business required, Master's preferred

Work Experience: 10 years

Skills Emphasized: Data analysis, financial forecasting and modeling, communication

Position Summary

Provide high-level business administration function to support the college strategic plan and Dean's key performance metrics.

Work closely with the college administrators and staff to assist the Dean with financial planning, resource allocation, and business operations. Work with the Assistant Vice President for Academic Resource Planning (ARP) and the Dean to develop advanced business and financial models in support of college goals and growth. Provide leadership to the college and department staff related to the college business functions.

Essential Duties and Responsibilities

- Work with complex data sets and analytics tools in support of the college strategic plan and Dean's key performance metrics.
- Work closely with the college administrators and staff to assist the Dean with financial planning, resource allocation, and business operations.
- Responsible for developing advanced business and financial models in support of college goals and growth.
- Represent the college in the business functional meetings at UTA committees; serve as a liaison between the college and the AVP—Academic Resource Planning Office at UTA.
- Assist the Dean to strengthen the college's business process.
- Communicate and provide guidance to the units' business and administrative staff to ensure consistent and effective business practices within the college.

Required Qualifications

- BS/BBA in accounting, finance and/or business administration is required
- Minimum of 10 years of relevant experience in higher education or the equivalent experience

University of Texas at Arlington (cont.)

Director of Academic Resource Planning

Preferred Qualifications

- Knowledge and experience in business operations in the academic environment
- Knowledge and experience in forecasting and businesses modeling in the academic environment
- Master's degree in business-related field preferred



University of Virginia

Location: Charlottesville, VA

Type of Institution: Public Doctoral University: Highest Research Activity

Enrollment: 16,331 undergraduate; 7,567 graduate

Budget Model: RCM



Senior Budget Analyst, College and Graduate School of Arts and Sciences

Location: Unit Budget Analyst

Reporting Lines: Reports to Senior Director for Financial Planning and Analysis within the College and Graduate School of Arts and Sciences

Position Origin: New role

Educational Requirements: BA/BS required, Master's preferred

Work Experience: 4 years

Skills Emphasized: Financial modeling and analysis, report production, software proficiency

Position Summary

The College and Graduate School of Arts & Sciences (A&S) is seeking a Senior Budget Analyst. With an annual budget of \$330+ Million, the Senior Budget Analyst will work with all aspects of the A&S budget. As a newly created role, the Senior Budget Analyst will report directly to the Senior Director for Financial Planning and Analysis. Because the University of Virginia has moved to a Responsibility Center Management (RCM) model, this position will be granted with unprecedented access to partner with the Senior Director for Financial Planning and Analysis on short- and long-term budget initiatives for A&S. This is a tremendous opportunity for a creative, strategic thinker to help A&S meet the financial challenges and opportunities of the future. As a key contributor to the budget and finance team, this position plays a central role in key strategic budgetary projects, the development of annual and quarterly forecasting, trend analysis, and more, while maintaining the highest level of integrity. The ability to synthesize complex financial information and provide sound advice to researchers, administrators, faculty, and core leaders of A&S will also be essential to be successful in this opportunity.

Key Priorities

- Work closely with members of the Dean's Office, as well as Associate Deans, Core Leaders, Department Chairs, and Directors throughout A&S on a range of budgetary needs.
- Provide analytical support for complex budget projects.
- Preparation of budget and financial reports, as requested.
- Work closely with other members of the A&S budget and finance team to prepare annual budget, monthly/quarterly financial review and reports, quarterly forecasting, multiyear budgets, and year-end close.
- Analyze past, present, and future trends in order to predict future financial performance.
- Consistent evaluations of current processes and systems, while recommending appropriate changes to best practices.
- Work on budget issues, which may include reviewing, researching, and recommending alternative budget strategies.

Source: IPEDS; University of Virginia, Charlottesville, VA; "Senior Budget Analyst, The College and Graduate School of Arts and Sciences," November 2018, <http://executivesearch.virginia.edu/search/senior-budget-analyst-thecollege>; Business Affairs Forum interviews and analysis.

University of Virginia (cont.)

Senior Budget Analyst, College and Graduate School of Arts and Sciences

Qualifications

- A minimum of four years of relevant experience such as budget, strategic planning, and data analysis.
- Bachelor's degree is required; master's degree preferred.
- Experience working in a higher education financial role is preferred.
- Advanced knowledge of Microsoft Excel is required.
- Excellent problem-solving skills as well as the ability to exercise independent judgment.
- Able to demonstrate knowledge of budgetary procedures and best practices in the industry.
- Proven ability to clearly articulate specific information in areas of subject matter expertise.
- Knowledge of reporting and budget systems within a higher education environment is preferred.



The George Washington University

Location: Washington, DC

Type of Institution: Private Doctoral University: Highest Research Activity

Enrollment: 11,504 undergraduate, 15,655 graduate

Budget Model: Hybrid, some colleges operate on RCM



Associate Vice President for Financial Management—Schools

Position Type: Central Director of Unit Analysts

Reporting Lines: Reports to Deputy Executive VP & Treasurer, Finance Division

Position Origin: New role

Educational Requirements: Advanced degree required, CPA or MBA preferred

Work Experience: 12 years

Skills Emphasized: Financial analysis and modeling, communication, strategy, leadership

Position Summary

Associate VP, Financial Management—Schools manages the school finance directors and budget analysts. Finance directors are located in the George Washington University's schools and divisions. Each finance director serves as the primary point of contact relative to financial operations within their respective units.

This position provides leadership to the school finance directors who are responsible for leading the processes that establish, implement and monitor the systems of internal controls to ensure compliance with University policies and procedures. The school finance directors are responsible for direct financial operations, approval of financial transactions in accordance with Generally Accepted Accounting Principles (GAAP), University policies, and best practices.

Position Responsibilities

- Provide leadership to the school finance directors and is responsible for development coordination and consolidation of schools' annual budget, forecast, long-range plan and capital budget.
- Work closely with the Provost Office and the Deans to provide meaningful financial analysis. Coordinate communication and collaboration on recurring business operations and special projects.
- Implementation of best practices across the University and within the schools working with the AVP, Financial Management—Divisions, the Budget Office and the Vice Provost for Finance.
- Facilitate change through encouraging the finance directors to seek innovative approaches to addressing problems; assists with the implementation of change as necessary.
- This position has supervisory responsibilities and oversees professional development and succession planning for the school finance directors.
- Position will also require travel between Ashburn and Foggy Bottom campuses.
- Perform other work-related duties as assigned. The omission of duties does not preclude the supervisor from assigning duties that are logically related to the position.

The George Washington University (cont.)

Associate Vice President for Financial Management—Schools

Minimum Qualifications

Advanced degree in an appropriate area of specialization plus 12 years of relevant professional experience. Degree requirements may be substituted with an equivalent combination of education, training, and experience.

Preferred Qualifications

- CPA or MBA or comparable advanced degree is strongly preferred.
- At least ten years of progressively comprehensive budget and financial planning leadership experience and responsibility within a large, complex environment.
- Demonstrated ability to develop budget policy and align programmatic priorities with current and future financial resources.
- Proven track record of developing operating budgets and utilizing rigorous modeling skills and statistical methods of financial planning, analysis, and forecasting.
- Knowledge and experience of business practices in a complex higher education organization is desirable.
- Highly effective communication, organizational, leadership, and interpersonal skills.



EAB

1

Elevate Budget and Planning Staff Profiles

2

Upgrade Interviewing Practices to Assess Professional Competencies

- Tool 2: Guide to Conducting Behavioral-Based Interviews

3

Improve Effectiveness of Budget and Planning Staff

Tool 2

Guide to Conducting Behavioral-Based Interviews

Overview

This tool helps leaders implement effective behavioral-based interviewing (BBI) processes. After upgrading position descriptions to require new technical skills and professional competencies, leaders need to update their interviewing practices to assess candidates for these skills. While hiring managers can evaluate technical skills through assessments and exercises, they may find it more difficult to evaluate professional competencies. BBI provides a framework to evaluate professional competencies in the interviewing process. This tool includes a comprehensive list of interview questions to assess candidates' aptitude in 15 key competencies. These represent the competencies most frequently sought in budget and planning staff. The tool also includes directions for interviewers on how to evaluate candidates' responses.

The tool is comprised of four sequential components:

- Component 1: Role Competency Selector
- Component 2: Competency Question Picklist
- Component 3: Interview Note Sheet
- Component 4: Multi-Interview Evaluation Template

Goal

Use this tool to update existing interview practices to assess professional competencies when backfilling roles and/or hiring staff into new roles.

Intended User

Chief Business Officer
Chief Financial Officer
Director of Budget and Planning
HR Manager
HR Business Partners

Impacted Staff

New Budget and Planning Hires

▶ Electronically access this tool: eab.com/baf-budget-staff-toolkit

Component 1: Role Competency Selector

Overview

This resource provides a framework for translating job functions into behavioral competencies and technical skills.

Instructions

Use the template on the following page to list the top three to four critical job activities for the open position. Then, for each critical job activity, list the essential technical skills (evaluated through traditional interviewing methods) and professional competencies (evaluated through BBI) needed to successfully complete the activity.

Select behavioral competencies from the following list, which captures the most commonly desired competencies for budget and planning staff:

- Attitude
- Communication
- Conflict resolution
- Critical thinking
- Customer service
- Decision-making
- Diversity awareness
- Flexibility
- Integrity
- Leadership
- Mentorship
- Personal development drive
- Problem-solving
- Process improvement
- Teamwork

EAB recommends narrowing the critical competencies to three to five per position and allowing about 10 minutes to discuss each competency during an interview.

An editable version of this tool is available at eab.com/baf-budget-staff-toolkit.

Sample Position: Budget Analyst

<i>Critical Job Activity</i>	<i>Required Behavioral Competencies</i>	<i>Required Technical Skills</i>
1. Assist academic leaders with budgeting and financial planning	<ul style="list-style-type: none"> • Critical thinking • Communication 	<ul style="list-style-type: none"> • Proficiency using budget software, ERP, and other financial systems and tools
2. Convey financial data to academic leaders through financial reports and in-person meetings	<ul style="list-style-type: none"> • Communication • Conflict resolution • Customer service • Problem-solving 	<ul style="list-style-type: none"> • Data visualization and presentation
3. Adhere to university policies for expense recording	<ul style="list-style-type: none"> • Integrity • Process improvement • Problem-solving 	<ul style="list-style-type: none"> • Knowledge of accounting principles

Role Competency Selector (cont.)

Role Competency Selector

Position:		
<i>Critical Job Activity</i>	<i>Required Behavioral Competencies</i>	<i>Required Technical Skills</i>
1.		
2.		
3.		
4.		
5.		

Component 2: Competency Question Picklist

Overview

This resource provides a list of potential behavioral-based interviewing (BBI) questions for the 15 competencies most commonly sought in budget and planning staff. Each question is designed to elicit details from the candidate of an actual past experience that tested the targeted competency. To guide candidate evaluation, the tool also outlines ideal and red-flag responses for each question set.

Instructions

After defining role competencies using Component 1: Role Competency Selector, select appropriate BBI questions from the following lists.

Download an editable version of this tool at eab.com/baf-budget-staff-toolkit.

Attitude

Questions to Ask

- Can you give an example of a time when you have received negative feedback about your job performance? How did you react?
- What frustrates you most about your current position? Can you give an example of how you have dealt with this frustration in the past?
- When was the last time you made a big mistake? What did you do?
- Have you ever taken a substantial risk that has failed? What was it? What did you learn?
- Have you ever had an experience turning a problem into a success? Tell me about it.

Positive Answers

- Accepts criticism well
- Takes accountability for actions
- Tries to rectify unpleasant situations
- Is generally positive and upbeat about work situations

Red Flags

- Overly defensive in response to criticism
- Unable to offer rational justification for actions
- Blames failures on others

Competency Question Picklist (cont.)

Communication	
<i>Questions to Ask</i>	
<ul style="list-style-type: none"> • Give me an example of a time you had to explain a financial concept to a non-financial audience. What were the results? • Sometimes we are misunderstood by other people. Has this ever happened to you? How did you respond, and what were the results? What did you do to prevent this from happening again? • Describe a time when you communicated some unpleasant feelings to your supervisor. What happened? • Tell me about a specific experience that illustrates your ability to influence another person verbally. Feel free to use an example that involves changing an attitude, selling a product/idea, or being persuasive. • Has there ever been a time when your listening skills really paid off, maybe a time when other people missed the key idea in what was being expressed? Tell me about it. 	
<i>Positive Answers</i>	<i>Red Flags</i>
<ul style="list-style-type: none"> • Able to communicate ideas to team members • Has good verbal skills and ability to influence listeners • Uses skills such as reflection, restatement, and paraphrasing • Values humor • Disagrees with authority when appropriate 	<ul style="list-style-type: none"> • Uses slang or poor grammar • Does not have any questions during or at the conclusion of the interview • Offers short answers with little explanation • Mumbles or offers incomplete answers • Frequently misunderstands the point of questions

Conflict Resolution	
<i>Questions to Ask</i>	
<ul style="list-style-type: none"> • Tell me about the last argument you had with a coworker. What was it about? • Describe a situation when someone put you in the middle of an ongoing argument. What did you do? • Tell me about a time when you disagreed with a decision by your manager or other leaders. Why did you disagree? What did you do about it? 	
<i>Positive Answers</i>	<i>Red Flags</i>
<ul style="list-style-type: none"> • Reasons through multiple viewpoints • Listens to concerns from all sides • Works to improve situation 	<ul style="list-style-type: none"> • Blames others for personal difficulties • Consistently takes sides • Appears passive aggressive

Competency Question Picklist (cont.)

Critical Thinking

Questions to Ask

- Describe an organizational goal not easily applied to your office. What have you done to work toward this goal in your office's daily activities?
- Give me an example of a time when you developed or recognized new thinking or trends that were helpful to your organization.
- Tell me about a time when you had to plan a complex project.
- Think of a problem you have addressed by focusing on the underlying process rather than on an isolated event. Describe the approach you took.
- Tell me about one major obstacle you overcame in your last job. How did you deal with it?

Positive Answers

- Able to transfer ideas from one problem to another
- Learns from past successes and failures to improve performance
- Can see both the bigger and smaller pictures to address problems

Red Flags

- Appears to waffle about decisions
- Fails to see connections between similar problems

Customer Service

Questions to Ask

- Think of a time when you had to deal with an unhappy customer. Describe the situation and how you handled it.
- Have you ever had to change your approach to accommodate the needs of a customer? What happened?
- Have you ever had an angry customer who wanted you to do something that you did not have the authority to approve? How did you handle it?
- Tell me about a time when you went above and beyond normal expectations to improve a customer's experience.

Positive Answers

- Can empathize with customer needs
- Recognizes importance of service excellence
- Can show evidence of restraint under a difficult situation
- Has a mature problem-solving attitude

Red Flags

- Complains about customers
- Adheres blindly to established procedures
- Does not often volunteer assistance

Competency Question Picklist (cont.)

Decision-Making

Questions to Ask

- Have you ever had to implement an unpopular decision? What steps did you take? What was the outcome?
- Have you ever been in a seemingly impossible position with resource constraints, such as lack of staff, time, or budget to complete a project? How did you handle that?
- Describe a situation that illustrates your delegation style.
- Tell me about a hard decision you had to make and how you went about making that decision.
- Tell me about a time when you took a calculated risk in a recent position. What were your considerations?

Positive Answers

- Makes decisions without undue anxiety
- Solicits appropriate input from peers or managers
- Makes decisions based on all available evidence

Red Flags

- Makes unilateral decisions without consulting supervisors
- Procrastinates decision-making

Diversity Awareness

Questions to Ask

- Tell me about a time when you had to adapt to work with a person from a different cultural background. What did you do and what were the results?
- Give me an example of a time when communication with a customer or coworker was difficult. How did you handle it?
- Describe a situation when you worked with a person whose personal beliefs were the opposite of yours. How did you deal with it?
- Tell me about a time when you were able to step into another person's shoes in order to discover his or her unique perspective.
- Have you ever had a time when you felt it necessary to compromise your own immediate interests in order to fulfill another person's needs? Tell me about it.

Positive Answers

- Is sensitive to the feelings of others
- Makes a special effort to demonstrate respect in terms of actions as well as words
- Is adaptable to customers and coworkers with different needs, values, and opinions

Red Flags

- Expresses stereotypes or biases about people different from him/herself

Competency Question Picklist (cont.)

Flexibility

Questions to Ask

- Give me an example of a time when you changed an opinion or action plan after receiving new information.
- Give me an example of a time when you needed to balance your needs and concerns with the needs and concerns of another person.
- Sometimes it is necessary to work in unsettled or rapidly changing circumstances. When have you found yourself in this position? Tell me exactly what you did.
- Tell me about a time when you had way too much to do and you had deadlines to meet. How did you handle it?

Positive Answers

- Able to transfer ideas from one problem to another
- Learns from past successes and failures to improve performance
- Can see both the bigger and smaller pictures to address problems

Red Flags

- Constantly justifies own actions in spite of prevailing evidence
- Appears to be consistently "hard-headed"

Integrity

Questions to Ask

- Tell me about a situation in which you were called upon to keep a promise or confidence.
- Give me an example of a time when you chose to speak up for others when they were not present.
- When was the last time you "broke the rules"? Why did you do so?
- Tell me about a time when you asked forgiveness for doing something wrong.
- Share an example of a problem created for you by someone else. How did you handle it? What were the results?
- Have you ever had no control over circumstances, yet were responsible for the final outcome? What did you do? What were the results?

Positive Answers

- Takes personal responsibility for his or her actions
- Takes personal pride in professionalism
- Respects confidentiality of customers and peers

Red Flags

- Denigrates peers behind their back
- Is unable to think of situation

Competency Question Picklist (cont.)

Leadership	
<i>Questions to Ask</i>	
<ul style="list-style-type: none"> • Describe the most striking example of staff conflict or dissent you have experienced. How did you handle it? • Describe how you have involved staff in performance improvement initiatives and other decisions pertinent to their work. • Give me an example of how you establish goals, responsibilities, and accountabilities for others. • Tell me about a past experience developing and building a leadership team. • What has been your experience in dealing with poor performance of employees? Give me an example. • Have you ever had to implement an unpopular decision? What steps did you take? What was the outcome? 	
<i>Positive Answers</i>	<i>Red Flags</i>
<ul style="list-style-type: none"> • Naturally assumes a leadership role • Solicits input from others, both superiors and subordinates • Appropriately manages expectations for self and others • Is proactive in seeking problems and solutions 	<ul style="list-style-type: none"> • Speaks poorly of subordinates • Communicates reasoning poorly • Is unable to describe making a conclusive decision

Mentorship	
<i>Questions to Ask</i>	
<ul style="list-style-type: none"> • Give me an example of a time when you came up with a clever way to motivate your colleagues. • Tell me about a time when you acknowledged or celebrated the success of yourself or others. • Have you ever mentored a peer? Describe a situation when you worked with an employee or colleague to successfully improve his/her performance. 	
<i>Positive Answers</i>	<i>Red Flags</i>
<ul style="list-style-type: none"> • Works collaboratively with peers • Has a positive and upbeat attitude 	<ul style="list-style-type: none"> • Expresses no interest in teaching • Speaks poorly of subordinates or colleagues

Competency Question Picklist (cont.)

Personal Development Drive

Questions to Ask

- Have you done anything over the past year to develop yourself? What was it? How did you go about it?
- Tell me about a specific goal you set for yourself in the past. Why was it important to you? How did you achieve it, and what were the results?
- We all get negative feedback from time to time. Tell me about a time you received feedback that indicated an opportunity for you to improve your job performance. What did you do?
- Have you ever been in a situation in which you made a mistake that no one else knew about? How did you handle it?
- Give me an example of a time when you went beyond your employer's normal job expectations in order to get a job done.

Positive Answers	Red Flags
<ul style="list-style-type: none"> • Accepts constructive criticism • Distinguishes between own efforts and contributions made by others • Displays openness to developing new skills • Works extra hours to accomplish task • Is proud of his or her commitment to get the job done 	<ul style="list-style-type: none"> • Does not seek help or ask questions of coworkers or supervisors • Offers no specific examples regarding learning new tasks on the job • Articulates negative comments regarding training • Implies dislike of overtime • Implies that money is his or her primary motivator

Problem-Solving

Questions to Ask

- Have you ever had a time when your supervisor was away from the workplace and you had to complete a project or make a decision independently? Tell me about what happened.
- Tell me about a time when you thought it was necessary to alter procedure. What was the situation, and how did you handle it?
- We have all had projects or situations that have not worked out as they should have. Tell me about a time when this happened to you. How did you handle it?
- Walk me through the last big decision you had to make. What happened?
- Have you ever been in a situation that seemed to go "wrong" from the beginning? What did you do, and what were the results?

Positive Answers	Red Flags
<ul style="list-style-type: none"> • Able to take action based on available information • Exhibits maturity, ability to learn, and emotional control • Makes good decisions even under stress 	<ul style="list-style-type: none"> • Paralyzed in stressful situations • Procrastinates decision-making • Relies heavily on input of others • Does not incorporate all available information into decision-making process

Competency Question Picklist (cont.)

Process Improvement	
<i>Questions to Ask</i>	
<ul style="list-style-type: none"> • Have you ever made suggestions for improving your work process? Describe what you did and how you achieved results. • Tell me about a time when your supervisor presented you with a new process for doing something and gave you the task of implementing and evaluating that process. What did you do? • Tell me about a time when you were faced with a situation where there was no clear policy or procedure to follow. What did you do? What were the results? • Have there been any large changes within your current organization? Tell me about one change that affected your job. How did you react? • Tell me about a problem that you identified and resolved by using a systematic approach. 	
<i>Positive Answers</i>	<i>Red Flags</i>
<ul style="list-style-type: none"> • Applies a systematic, logical, and reasonable approach to analyzing situations • Feels confident in assuming authority • Can function comfortably without a structured agenda 	<ul style="list-style-type: none"> • Takes no responsibility for own actions • Is unfamiliar with basic process improvement methods • Is satisfied with the status quo

Teamwork	
<i>Questions to Ask</i>	
<ul style="list-style-type: none"> • Describe a situation in which you accomplished something as a member of a team. What was the team’s purpose? What was your role? • Describe a time when you were able to help a coworker solve a problem or improve his or her performance. • What is the main strength or “natural style” that you bring to a team? Describe a specific situation and how your work style affected the team’s decision. • Give me an example of a time when you confronted a negative attitude successfully, with the result of building teamwork and morale. • Give me an example of an occasion when you have done something for others in the organization without being asked or told to do so. 	
<i>Positive Answers</i>	<i>Red Flags</i>
<ul style="list-style-type: none"> • Distinguishes between own efforts and contributions made by others • Is proud of team accomplishments • Maintains a positive attitude in light of disagreements • Is able to appropriately resolve conflicts • Shares critical information up, down, and across the organization • Follows through on explicit/implicit promises and commitments 	<ul style="list-style-type: none"> • Does not see benefits of working in a team • Prefers to work alone • Uses “I” responses rather than “we” when discussing teamwork • Does not understand differing viewpoints • Disparages teammates • Unable to delegate

Source: Business Affairs Forum interviews and analysis.

Component 3: Interview Note Sheet

Overview

This resource provides a place for interviewers to record notes and evaluations in a structured, easy-to-follow format. Establishing a standard evaluation template ensures a consistent methodology is maintained across interviews.

Instructions

After determining appropriate competencies using Component 1: Role Competency Selector and selecting appropriate BBI questions using Component 2: Competency Question Picklist, interview coordinators should transpose the questions, ideal responses, and red-flag information for each competency into the template on the following page. The template includes a space to record follow-up questions, interviewer notes, and a score (with included scoring guidance) evaluating the amount of evidence the candidate provided about the competency in question. Each interviewer should use the same version of the interview note sheet for each candidate he or she evaluates.

Download an editable version of this tool at eab.com/baf-budget-staff-toolkit.

Sample Interview Note Sheet

Candidate Name: Nick Bulstrode Interviewer: Mary Garth
 Position: Senior Budget Analyst Interview Date: October 1, 2018

Competency Score Key:

1. Candidate provides evidence showing past behavior contrary to competency
2. Candidate provides no evidence of past behavior related to competency
3. Candidate provides some evidence (1–2 examples) of past behavior related to competency
4. Candidate provides significant evidence (3+ examples) of past behavior related to competency

Critical Competency	Questions	Ideal Responses and Red Flags	Interview Notes and Score
Communication	<ul style="list-style-type: none"> • Give me an example of a time you had to explain a financial concept to a non-financial audience • Tell me about a specific experience that illustrates your ability to influence another person verbally. Feel free to use an example that involves changing an attitude, selling a product/idea, or being persuasive. 	<u>Ideal Responses</u> <ul style="list-style-type: none"> • Able to communicate ideas to team members • Has good verbal skills and ability to influence listeners • Disagrees with authority when appropriate 	<ul style="list-style-type: none"> • <i>Nick told a story about walking a dean through a report on the college's current spending and projections for the upcoming year</i> • <i>Provided details showcasing how he translated complex financial language into layman's terms to ensure the dean understood</i> Score: <u>4</u>
	<u>Follow-Up Questions</u> <ul style="list-style-type: none"> • What did you do? • What was the result? 	<u>Red Flags</u> <ul style="list-style-type: none"> • Offers short answers with little explanation • Frequently misunderstands the point of questions 	

Interview Note Sheet (cont.)

Interview Results Summary

Candidate Name: _____ Interviewer: _____

Position: _____ Interview Date: _____

Competency Score Key:

1. Candidate provides evidence showing past behavior contrary to competency
2. Candidate provides no evidence of past behavior related to competency
3. Candidate provides some evidence (1-2 examples) of past behavior related to competency
4. Candidate provides significant evidence (3+ examples) of past behavior related to competency

Critical Competency	Questions	Ideal Responses and Red Flags	Interview Notes and Score
		<u>Ideal Responses</u>	
	<u>Follow-Up Questions</u>	<u>Red Flags</u>	
			Score: _____
		<u>Ideal Responses</u>	
	<u>Follow-Up Questions</u>	<u>Red Flags</u>	
			Score: _____

Interview Note Sheet (cont.)

Interview Results Summary (cont.)

Would you recommend hiring this candidate?

Yes

No

Why would you recommend this candidate?

What training would this individual need to be a successful member of this unit?

Do you have any additional thoughts or notes?

Component 4: Multi-Interview Evaluation Template

Overview

This resource provides a document to aggregate evaluations from multiple interviewers. Use with candidates that complete multiple interviews or participate in panel interviews.

Instructions

Collect and consolidate feedback from multiple interviewers in the template. After aggregating the feedback, return the completed form to the hiring manager for review. Note that where there is strong divergence of opinion, HR business partners and hiring managers may need to facilitate conversations to achieve consensus.

Download an editable version of this tool at eab.com/baf-budget-staff-toolkit.

Sample Multi-Interview Evaluation Template

Candidate Name: Jarvis Lorry Position: Financial Analyst Interview Date(s): 1/18/19-1/19/19

Competency Score Key:

1. Candidate provides evidence showing past behavior contrary to competency
2. Candidate provides no evidence of past behavior related to competency
3. Candidate provides some evidence (1-2 examples) of past behavior related to competency
4. Candidate provides significant evidence (3+ examples) of past behavior related to competency

Interviewer	1	2	3	Average	Notes
Competencies					
Communication	4	4	2	4	Conversation between interviewers alleviated #3's concerns
Critical thinking	4	4	N/A	4	
Customer service	4	3	3	3	
Decision-making	4	4	4	4	
Overall Interview	4	4	3	4	
Would you recommend this person for hire?	Yes	Yes	Yes	Yes	
What additional training would he or she need?	Technical training in using campus data warehouse and Tableau				

Multi-Interview Evaluation Template (cont.)

Interview Summary

Candidate Name: _____ Position: _____ Interview Date(s): _____

Competency Score Key:

1. Strong evidence that candidate does not possess competency
2. No evidence that candidate possesses competency
3. Some evidence that candidate possesses competency
4. Strong evidence that candidate possesses competency

Interviewer	1	2	3	Average	Notes
Competencies					
Overall Interview					
Would you recommend this person for hire?					
What additional training would he or she need?					
Additional Notes:					
Consolidated Remarks:					
Was this candidate hired?					

Source: Business Affairs Forum interviews and analysis.



EAB

1

Elevate Budget and Planning Staff Profiles

2

Upgrade Interviewing Practices to Assess Professional Competencies

3

Improve Effectiveness of Budget and Planning Staff

- Tool 3: Financial Training Curricula for Budget and Planning Staff
- Tool 4: Higher Education Industry Training
- Tool 5: Budget Planning Training Curricula for Academic Leaders

Tool 3

Financial Training Curricula for Budget and Planning Staff

Overview

This tool assembles the curricula from four institutions' financial training programs for budget and planning staff. These programs reinforce core financial concepts and institutional financial processes. They teach budget and planning staff how to more efficiently and effectively perform daily financial tasks and adhere to standard business processes.

Goal

Use these curricula to design financial training programs for current budget and planning staff. Programs reinforce foundational finance concepts and institutional processes to improve staff's day-to-day performance. Leaders can recreate entire training programs or extract courses that target specific staff shortcomings.

Intended User

Chief Business Officer
Chief Financial Officer
Director of Budget and Planning
HR Business Partners

Impacted Staff

Central and Unit-Based Budget and Planning Staff

▶ Electronically access this tool: eab.com/baf-budget-staff-toolkit

Training Curricula for Budget and Planning Staff

Instructions

Review the curricula from the following four financial training programs. Download the full curricula at eab.com/baf-budget-staff-toolkit.

Use these curricula to recreate entire training programs, or isolate individual courses that target specific staff shortcomings. Structure formal training programs to match the skills gaps of the desired audience—both the specific skills lacking and the urgency of the existing deficiencies. Beyond structured training programs, use these curricula to inform one-on-one coaching sessions, professional development conversations, and team training days.

Profiled Budget and Planning Staff Financial Training Programs

Institution and Program	Audience	Delivery Method	Number of Courses	Instructors	Select Concepts Covered
Indiana University System Fiscal Officer Development Series	Unit budget officers across IU System	Cohort of 25–30 participants attend monthly one- to two-day meetings across academic year	39	Unit leaders and staff across campuses and divisions	<ul style="list-style-type: none"> Budget development Capital asset management Treasury management
University of California, Berkeley Finance Literacy Training	Unit budget officers are primary audience, but courses open to all UC Berkeley faculty and staff	In-person courses offered monthly across the academic year	11	Unit leaders across divisions	<ul style="list-style-type: none"> GAAP and GASB Financial reporting Modeling revenue generation opportunities
University of Minnesota Finance Academy	Unit budget and planning staff and academic leaders	One day or two half-day meetings offered once annually	11	Central Finance team and other unit leaders across divisions	<ul style="list-style-type: none"> Institutional budget model Capital budgeting Financial aid and net price
University of Virginia Finance Training	Business and finance staff across UVA	Courses offered weekly; both in-person and online registration options available	15	UVA faculty and HR trainers	<ul style="list-style-type: none"> Business analytics Lean process improvement Internal controls

Source: Indiana University System, Bloomington, IN; University of California, Berkeley, Berkeley, CA; University of Minnesota, Minneapolis, MN; University of Virginia, Charlottesville, VA; Business Affairs Forum interviews and analysis.

Tool 4

Higher Education Industry Training

Overview

This tool curates seven on-demand webconferences from the Business Affairs Forum library. The webconferences share trends and best practices in higher education finance and administrative operations. Topics include budget models, operating efficiency and process improvement, and academic program growth. These webconferences introduce budget and planning staff to higher education-specific resource constraints and market pressures. They provide staff with critical context on how and why resource allocation and investment decisions are made at their institutions.

Goal

Share on-demand webconferences with budget and planning staff to provide a ready-made overview of the higher education industry and industry best practices.

Intended User

Chief Business Officer
Chief Financial Officer
Director of Budget and Planning
HR Business Partners

Impacted Staff

Central and Unit-Based Budget and Planning Staff

▶ Electronically access this tool: eab.com/baf-budget-staff-toolkit

Higher Education Industry Training

Instructions

Share these on-demand webconferences with budget and planning staff. Visit eab.com/baf-budget-staff-toolkit to access the webconferences on one landing page.

Instruct staff to view these webconferences at their convenience, or incorporate them into financial training program curricula.

Overview of On-Demand Webconferences

<i>Industry Topics</i>	<i>Associated Webconferences</i>
 <p>General industry overview, market trends</p>	<p>State of the Union: Redefining Leadership in the Face of Market and Mission Shifts</p> <ul style="list-style-type: none"> • Overview of student market trends (e.g., online, international, and degree completers) and innovative business models
 <p>Budget models, RCM</p>	<p>Beyond Incremental Budgets</p> <ul style="list-style-type: none"> • Overview of RCM and other common resource allocation methodologies • Case studies from institutions that have changed budget models <p>Budget Design Principles</p> <ul style="list-style-type: none"> • Introduction to the components of an institutional budget model (e.g., methods to allocate revenue, methods to allocate indirect costs, methods to fund strategic initiatives)
 <p>Operating efficiency, process improvement</p>	<p>The Essential Recipe for Process Improvement</p> <ul style="list-style-type: none"> • Step-by-step guide to administrative process redesign <p>A Roadmap for Continuous Process Improvement</p> <ul style="list-style-type: none"> • Advice for building a continuous improvement mindset across campus
 <p>Academic program growth, new program launches</p>	<p>Business-Driven Growth Planning</p> <ul style="list-style-type: none"> • Overview of the ten most common mistakes that derail new program launches • Advice for avoiding each mistake <p>Supporting Academic Leaders in Business-Driven Growth Planning</p> <ul style="list-style-type: none"> • Walkthrough of EAB templates and resources to fine-tune market estimates, cost projections, and new program proposals

Tool 5

Budget Planning Training Curriculum for Academic Leaders

Overview

This tool details the University of Toronto's department chair mini-MBA training program—an immersive one-day budget planning training program for academic leaders. It includes four case studies for academic leaders to complete to understand how to apply planning best practices in their daily decision-making.

Goal

Use this tool to design training programs that improve academic leaders' understanding of budgetary constraints and enhance their resource planning decisions.

Intended User

Chief Business Officer
Chief Academic Officer
Director of Academic Resource Planning
Director of Budget and Planning
Budget and Planning Team

Impacted Staff

Deans
Department Chairs
Faculty

▶ Electronically access this tool: eab.com/baf-budget-staff-toolkit

Department Chair Mini-MBA Training

Overview

The University of Toronto offers a mini-MBA training for academic leaders. The one-day training primes department chairs on the budget issues they are likely to face in their roles and gives them an opportunity to apply learnings in interactive exercises.

The one-day training is structured in two parts. The morning session introduces key financial management skills that chairs are unlikely to have developed in their academic careers. This includes an overview of the university's finances and insight into academic revenue drivers and indirect costs.

The afternoon session asks chairs to collaboratively work through four case studies. The scenario-based training allows them to put their newly acquired financial knowledge to work in a small-group setting, where they can simulate some of the technical and financial decisions that they will routinely make in the course of their duties.

Instructions

Use these case studies to recreate the Toronto mini-MBA program, or distribute the case studies to academic leaders during existing training days, staff meetings, and one-on-one budget conversations. Turn to the listed page numbers to review each case study.

Overview of Mini-MBA Training Program



Budget Primer (*morning*)

- Introduction to the university's budget situation at the institutional and college level
- Basic breakdown of unit revenue drivers and cost allocation policies (e.g., indirect cost charges)
- High-level review of program planning



Case Training (*afternoon*)

- Scenario-based training modeled on common strategic challenges (e.g., enrollment planning)
- Discussion in small groups to read cases and formulate a strategy
- Required quantitative or technical work mirrors work that will be expected of chairs

Case Studies

Case Study 1: Managing Reserves and Carry-Forwards	58
Case Study 2: Faculty Workload Planning	61
Case Study 3: Launching a New Professional Master's Program	66
Case Study 4: Research Stream Graduate Enrollment Planning	65

Managing Reserves and Carry-Forwards

Case Study 1

Instructions

Break department chairs and other faculty leaders into small groups to read the case scenarios below. Share relevant data provided with each case, and ask groups to discuss the scenario and respond to discussion prompts. Reconvene groups to compare conclusions.



The School has been successful in accruing one-time-only (OTO) reserves. These carry-forwards are available for strategic one-time investments by the institution. The institution’s net budget for the current fiscal year is \$6.1M.

The reserves have accrued in the main operating accounts of the School, the “School’s Operating Carry-Forward” and in the operating accounts of the principal investigators (the academic staff) shown as “School’s Research Carry-Forward” (Tables 1 and 2).

In addition, the institution has grown the expendable balances in its restricted accounts (Table 3). These are non-operating accounts that hold endowments generating expendable payouts annually, as well as expendable funds that hold one-time-only expendable moneys. The balances in the funds have been generated through fundraising activities and are restricted in various ways by the donors for specific academic purposes. Most are limited to student support, but there is also an alumni fund (#499993) that may be used at the Director’s discretion for School activities.

Table 1

Multiyear End Carry-Forward Position

Carry-Forward Date	School’s Operating Carry-Forward	School’s Research Carry-Forward	School’s Total Carry-Forward
April 30, 2010	1,157,848	1,289,586	2,447,434
April 30, 2011	1,176,630	1,475,734	2,652,364
April 30, 2012	1,878,051	1,664,283	3,542,334
April 30, 2013	1,950,045	2,084,584	4,034,629
April 30, 2014	2,130,389	2,331,606	4,461,994
April 30, 2015	2,625,941	2,571,228	5,197,169

Managing Reserves and Carry-Forwards (cont.)

Case Study 1

Table 2

Multiyear End Carry-Forward Position

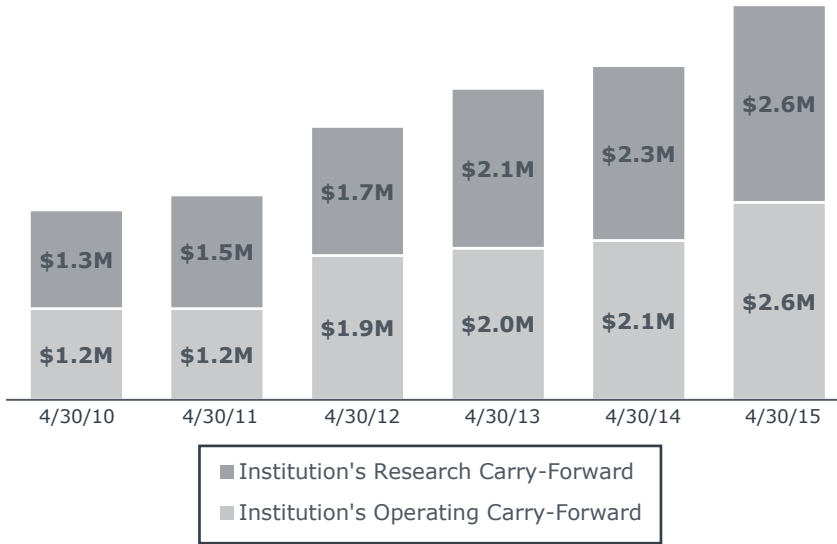


Table 3

Restricted Accounts Balances

Fund	Fund Name	Expendable Opening Balance	Expendable Closing Balance
399991	Fund 1	24,146.00	25,921.00
499991	Fund 2	79,474.00	86,817.00
499992	Fund 3	6,656.00	6,656.00
399992	Fund 4	25,921.00	25,921.00
499993	Fund 5	86,817.00	98,805.00
499994	Fund 6	6,656.00	6,656.00
Total		229,670.00	250,776.00

Alumni fund that may be used at the Director's discretion for School activities

Managing Reserves and Carry-Forwards (cont.)

Case Study 1

Discussion Questions

- As the new Director of the School, what are some of your initial questions/considerations regarding the carry-forward?
- Some possible categories for allocating the funds are provided below. What is the total sum that is available to you as Director? How would you allocate it and why? Are there other categories of commitment that you would consider for these funds?
- Fill out the table below with your discussion group partners:

Operating Total \$	Operating Contingency Funds	Capital Renewal / Renovation Funds	Research Funds (if applicable)	Endowment Matching Funds (if applicable)	Student Aid Funds (if applicable)	Other?	
	(i)	(ii)	(iii)	(iv)	(v)		
(i) What are possible contingencies?							
(ii) What are possible capital projects / commitments?							
(iii) What are possible research activities?							
(iv) What is the purpose of the endowment(s)?							
(v) What are possible student aid commitments from Operating Funds?							

Faculty Complement Planning

Case Study 2

The School of Academic Excellence (SAE) has an academic complement as indicated in Table 1.

Full course equivalent (FCE) enrollment is shown in Table 2, and Table 3 illustrates program enrollments.

The School’s workload policy has a 1.5 FCE annual allocation for tenure stream faculty and a 3.5 FCE annual allocation for teaching stream faculty.

On an annual basis, 11 adjunct lecturers are retained by the School to teach its programs.

Table 1

School’s Continuing Faculty FTEs by Age and Rank (2013)

Rank	30–39	40–49	50–59	60–69	70+	Total
Assistant Professor	5.00	0.00	0.00	0.00	0.00	5.00
Associate Professor	2.00	6.00	0.00	0.00	0.00	8.00
Professor	0.00	1.20	2.00	2.00	1.00	6.20
Lecturer	3.00	1.00	0.00	0.00	0.00	4.00
Total	10.00	8.20	2.00	2.00	1.00	23.20

Table 2

Full Course Equivalent (FCE) Enrollment Taught by School per Full-Time Equivalent (FTE) Academic Staff

Year	Total FCE	FTE	FCE per FTE
2009	4,954.0	21.51	230.33
2010	5,170.50	23.51	219.93
2011	5,168.00	23.51	219.82
2012	5,651.00	23.18	243.79
2013	6,084.00	23.20	262.24

Faculty Complement Planning (cont.)

Case Study 2

Table 3

School Specialist, Majors, and Minors Enrollment by Program

	2009	2010	2011	2012	2013
Major	995	1,078	1,102	1,085	1,065
Minor	638	647	583	526	456

Discussion Questions

- What are some of your first observations/considerations after reviewing the tables?
- Is the mix of faculty across age and rank appropriate to meet the teaching demand of the School? If it is not, what are the issues, and what strategies can you use to address them?
- Is the mix of teaching, tenure, and adjunct faculty appropriate, and if not, what strategies would you use to address the imbalance?
- Why are program enrollments declining while FCE demand is increasing? Does this suggest one complement strategy may be better than another?

Launching a New Professional Master’s Program

Case Study 3

The School has noted strong interest from students in pursuing graduate studies that do not lead to a PhD. The job market near the School has evolved with changing technology and employment requirements, and there is demand for students with skills in liberal arts combined with additional quantitative proficiency. This new program is designed to address this professional niche. Several similar programs have been launched around the country; however, no similar program exists in this state (Table 1).

The Dean and the Provost have been encouraging growth in master’s enrollment to meet targets laid out in the strategic plan. The Dean/Provost has given approval to begin development of the new program. The Dean/Provost is expecting the program to be financially sustainable within four years but has committed to providing limited one-time-only (OTO) funds in the first two years as the program ramps up. The Dean has provided the information below to guide your new program development.

Table 1
Comparative Programs

Institution A is a large public institution

Institution B is a large private institution

Characteristic	Institution A	Institution B
Length of program	8 months over 2 terms	8 months over 2 terms
Experiential learning	2-week industry session	4-week industry session
Mode of delivery	In-class lectures led by instructors with some online elements	All in-class lectures led by instructors
Enrollment	80 FT (60 domestic / 20 international)	100 FT (50 domestic / 50 international)
Part-time option available?	No	No
Tuition	\$25,000 (domestic) / \$40,000 (international)	\$60,000
Government grant supported?	Yes	No

Institution A offers competitive scholarships ranging from \$2,000 to \$6,000

Additional Program Information

- State operating grant funding is available for domestic students only at \$13,000 per FTE.
- Students are eligible for a local bank line of credit.

Launching a New Professional Master’s Program (cont.)

Case Study 3

Discussion Questions

Setting aside the academic issues for now, as the new Director of the School, what are some of the financial and enrollment issues you would consider in developing the new program?

Specifically consider the following:

- Enrollment: How will this be phased in? What is the mix of domestic and international students?
- Revenue stream: tuition, grant, other (e.g., industry contributions, faculty research overhead, other fees)
- Costs: teaching complement, administrative staff, program costs, divisional/central overhead charge of 15 percent of revenue

Please prepare a “back of the envelope” four-year financial plan for the new professional master’s program:

	Year 1	Year 2	Year 3	Year 4
Revenue				
Domestic enrollment				
International enrollment				
Tuition				
Grant				
Other				
Total revenue				
Costs				
Academic salary and benefits				
Admin salary and benefits				
Divisional overhead charge (15% of revenue)				
Program costs				
Student financial support				
Total costs				
Net annual surplus (deficit)				
Contribution from Dean/Provost				
Cumulative surplus (deficit)				

Research Stream Graduate Enrollment Planning

Case Study 4

The School has an annual budget of \$6.5 million and a faculty complement of 23.20 FTE, including 19.20 in the tenure stream and 4.0 in the teaching stream. The School offers a strong research-stream graduate program. The one-year MSc program has an admission target of 32 students per year, and the doctoral program has an admission target of 31 students per year, with total graduate enrollment of 162 students across all years of study in both programs (Tables 1–6).

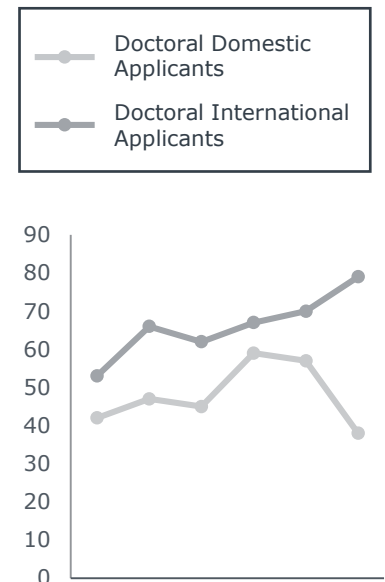
Doctoral students in the School have an average time to completion of 5.2 years, slightly below the average of 5.4 years for cognate disciplines. Government grant funding for doctoral students ends after 3.5 years for most students (Tables 7 and 8).

Faculty members are eager to take on new graduate students, but the School has struggled to attract top candidates in recent years. The program has a minimum funding commitment of \$15,000 for one year at the master’s level and four years at the doctoral level, but actual average net incomes from all sources averaged \$26,041 last year (\$34,443 including tuition and fees) (Table 11).

Table 1

Doctoral Application History

Year	Doctoral Domestic Applicants	Doctoral International Applicants	Total Doctoral Applicants	The School’s Domestic % Receiving Offers	Cognate Disciplines Domestic % Receiving Offers
2009	42	53	95	55%	61%
2010	47	66	113	47%	58%
2011	45	62	107	49%	58%
2012	59	67	126	63%	58%
2013	57	70	127	42%	69%
2014	38	79	117	66%	68%



Research Stream Graduate Enrollment Planning (cont.)

Case Study 4

Table 2

Doctoral Stream Master's

Year	Doctoral Stream Master's Domestic Applicants	Doctoral Stream Master's International Applicants	Total Doctoral Stream Master's Applicants	The School's Domestic % Receiving Offers	Cognate Discipline Domestic % Receiving Offers
2009	147	38	185	20%	48%
2010	158	31	189	20%	44%
2011	158	28	186	19%	49%
2012	156	33	189	25%	45%
2013	153	34	187	18%	49%
2014	125	45	170	24%	45%

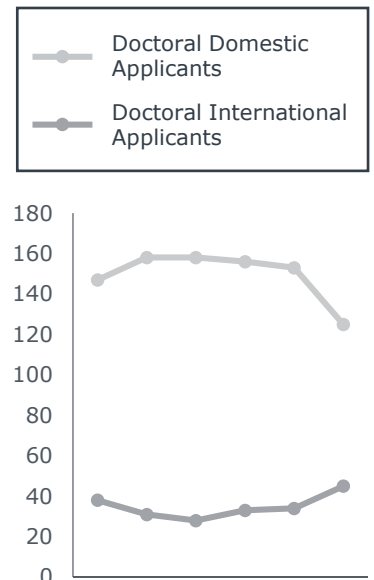
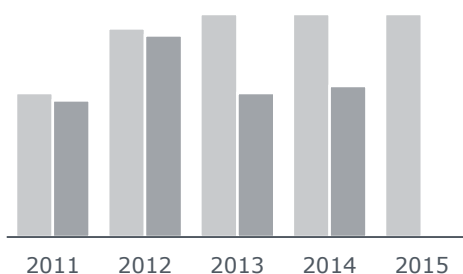


Table 3

Domestic Full-Time Doctoral Intakes

Term	Target	Actual	Variance
Fall 2011	20	19	-1
Fall 2012	29	28	-1
Fall 2013	31	20	-11
Fall 2014	31	21	-10
Fall 2015	31		

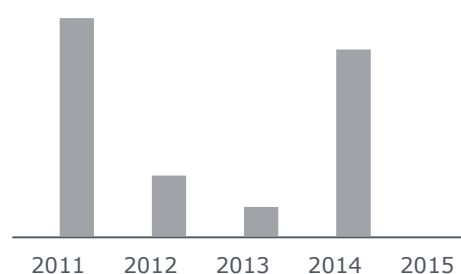


■ Target ■ Actual

Table 4

International Full-Time Doctoral Intakes

Term	Target	Actual	Variance
Fall 2011		7	
Fall 2012		2	
Fall 2013		1	
Fall 2014		6	
Fall 2015			



■ Target ■ Actual

Research Stream Graduate Enrollment Planning (cont.)

Case Study 4

Table 5

Domestic Full-Time Doctoral Stream Master's Intake

Term	Target	Actual	Variance
Fall 2011	27	26	-1
Fall 2012	30	29	-1
Fall 2013	29	21	-8
Fall 2014	32	27	-5
Fall 2015	32		

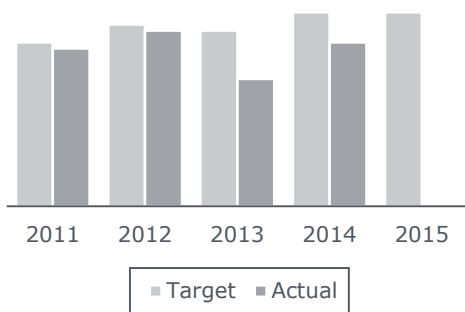


Table 6

International Full-Time Doctoral Stream Master's Intake

Term	Target	Actual	Variance
Fall 2011		2	
Fall 2012		1	
Fall 2013		3	
Fall 2014		3	
Fall 2015			

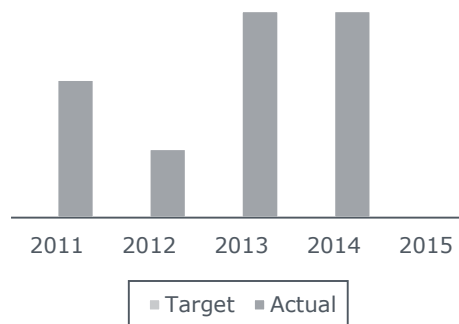
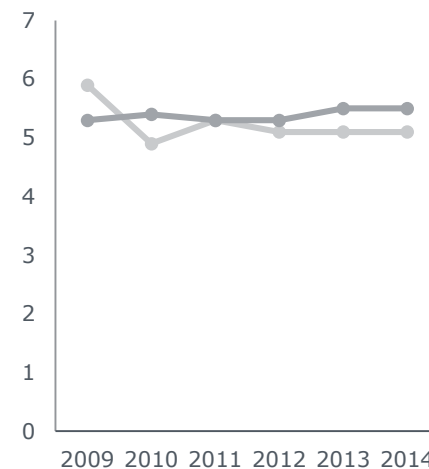
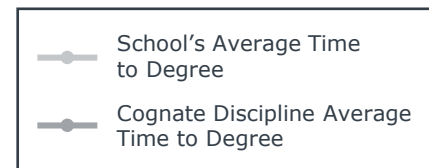


Table 7

Doctoral, All Full-Time Students Time to Degree

Year	Total School Doctoral Graduates	School Average Time to Degree	Total Cognate Discipline Doctoral Graduates	Cognate Discipline Average Time to Degree
2009	10	5.9	125	5.3
2010	16	4.9	141	5.4
2011	27	5.3	125	5.3
2012	22	5.1	151	5.3
2013	16	5.1	168	5.5
2014	15	5.1	120	5.5
Multi-Yr. Avg.	106	5.2	830	5.4



Research Stream Graduate Enrollment Planning (cont.)

Case Study 4

Table 8

Doctoral Stream Master's, All Full-Time Students Time to Degree

Year	Total School Doc. Str. Master's Graduates	School's Average Time to Degree	Total Cognate Discipline Doc. Str. Master's Graduates	Cognate Discipline Average Time to Degree
2009	26	1.2	193	1.5
2010	24	1.0	193	1.5
2011	25	1.0	180	1.5
2012	28	1.0	160	1.4
2013	24	1.0	165	1.6
2014	24	1.1	160	1.4
Multi-Yr. Avg.	151	1.1	1051	1.5

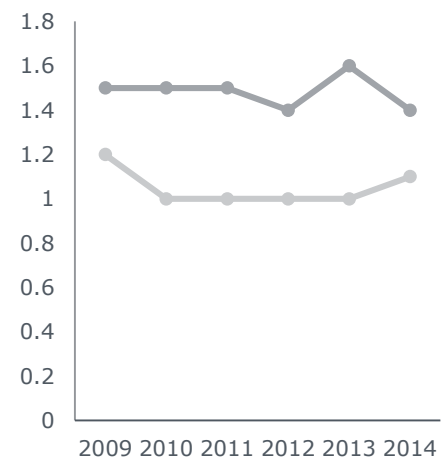
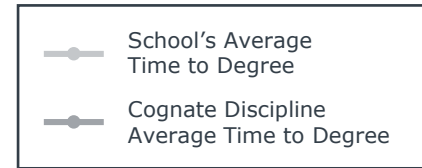
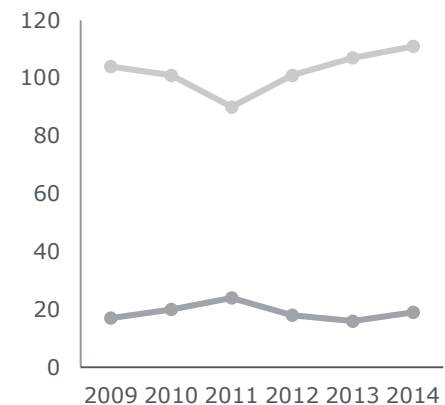


Table 9

The School's Total Fall Graduate Doctoral FTEs

Year	Domestic	International	Total	% Domestic
Fall 2009	104.0	17.0	121.0	86%
Fall 2010	101.0	20.0	121.0	83%
Fall 2011	90.0	24.0	112.0	79%
Fall 2012	101.0	18.0	119.0	85%
Fall 2013	107.0	16.0	123.0	87%
Fall 2014	111.0	19.0	130.0	85%



Research Stream Graduate Enrollment Planning (cont.)

Case Study 4

Table 10

The School's Total Fall Graduate Doctoral Stream Master's FTEs

Year	Domestic	International	Total	% Domestic
Fall 2009	20.0	4.0	24.0	83%
Fall 2010	20.0	5.0	25.0	80%
Fall 2011	27.0	2.0	29.0	93%
Fall 2012	30.0	1.0	31.0	97%
Fall 2013	23.0	3.0	26.0	88%
Fall 2014	29.0	3.0	32.0	91%

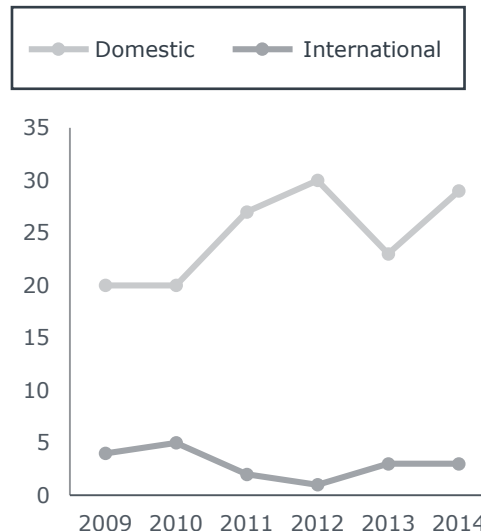


Table 11

Range of Incomes (Net of Fees) for Domestic, Funded Cohort Doctoral Students at the School

Income Range	Students	TA Income	Fellowships	Stipends	External Awards	Average Income
<\$16,500	6	11,540	11,186	990	-	23,716
\$16,500-\$19,499	14	9,398	8,887	3,337	5,250	26,872
\$19,500-\$22,499	15	12,203	11,321	6,033	-	29,557
\$22,500-\$25,499	12	12,165	7,662	4,141	8,289	32,257
\$25,500-\$28,499	14	13,269	10,169	5,714	6,615	35,767
\$28,500-\$31,499	7	8,223	3,786	2,263	23,520	37,792
\$31,500-\$34,499	13	13,218	6,204	2,835	19,330	41,587
\$34,500-\$37,499	2	8,813	6,827	1,733	25,806	43,179
>\$37,500	7	16,503	5,280	8,713	19,740	51,235
Grand Total	90	11,979	8,371	4,411	9,681	34,443

Source: University of Toronto, Toronto, ON; Business Affairs Forum interviews and analysis.

Research Stream Graduate Enrollment Planning (cont.)

Case Study 4

Discussion Questions

1. What types of direct and indirect costs must you consider when planning an increase in doctoral program admissions?
2. What sources of funding might be available to offset the impact of these additional costs on your operating budget?
3. What might the School do to attract top doctoral candidates? What strategies might the School employ to make its funding packages more competitive? How might it communicate existing levels of funding more clearly?
4. What impact does time to degree have on the School's financial resources?



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