

# CBMI 2021 – Course Descriptions

## Returning Participants

Individuals participating for the second or third year may select their program of study from the following classes (*listed alphabetically*).

### A Foundation in Facilities

HED 2290

**Instructor:** *Tonga Pham*

This course provides an overview of the management of facilities development, including the process of developing a long-range campus plan, design, construction, and financing of college and university facilities.

### Accreditation

BUS 2249

**Instructor:** *Lisa Marie McCauley*

Accreditation is a process used by colleges, universities, and other institution of higher education to sustain and strengthen their quality. To earn and maintain accreditation, colleges and universities must demonstrate to colleagues from peer institutions that they meet or exceed mutually agreed-upon standards. In the United States, accreditation is a significant way that colleges and universities can give the public confidence that they provide a quality education. Accreditation offers a number of specific benefits to students and their families as well as to the colleges and universities themselves. Updates on the Re-Accreditation Act of 2020 (effective 7/1/2020) will be highlighted.

### Administrative Systems

CIS 2261

**Instructor:** *Mike Zastrocky*

This course will review the life cycle of administrative systems in light of changing technology and business requirements. Particular attention will be given this year to business process changes, organizational changes and what needs to be done when doing the business of higher education online and in the cloud. We will look at how technology and networking changes will likely impact current and future information needs and systems and possible security risks that must be addressed. The course will investigate systems requirements, definition and analysis, specifications and standards, project management and return on investment decisions. A review of current options and strategies will include both national and global trends using data from the 2019 LBCIO survey of CIOs. Current best practices will be explored and discussed.

**Advanced Capital Financing****FIN 2240*****Instructors: Eileen Byrne and Pat Gibbs***

A well-balanced debt structure is essential to effective colleges and university business management. Issuance and effective management of debt require an intense commitment by the institution's administrative staff. This course will delve into many of the complex issues of capital financing including variable vs. fixed rate debt, credit enhancement, taxable vs. tax-exempt financing options, IRS arbitrage regulations and the effect of the subprime mortgage crisis on college and university debt. You will gain an understanding of bond covenants and their potential effect on your operating flexibility as you work through an analysis of risk vs. reward of the various types of bond issues, including off balance sheet transactions. Examples of actual transactions will be used in the course. You will leave with an enhanced knowledge of concepts necessary to successfully manage the issuance of debt for your institution.

**Alignment of Planning with Resource Allocation****FIN 2244*****Instructor: Larry Goldstein***

Institutions can achieve improved effectiveness by integrating strategic, infrastructural, and operational planning and aligning them with resource allocation and assessment. Participants will learn about a comprehensive model built on collaboration. Institutions failing to plan in an integrated manner may succeed, but not long term. Aligning the critical processes of planning, resource allocation, and assessment creates the greatest likelihood of success. Attendees will discover key aspects of collaboration, integration, and alignment focused on achieving institutional success. A planning activity which engages attendees will be conducted during the session. Specific models will be described and successful institutional examples will be provided.

**Alternate Revenue Sources: Supporting a Positive Bottom Line****BUS 2217*****Instructor: Lisa Marie McCauley***

Declining enrollment and declining state and local funding, institutions must seek alternative ways to secure additional funding. What have institutions used to help the bottom line? What Works and What Doesn't? Bring your ideas to the discussion and let's think outside the box.

**Audits****BUS 2213*****Instructor: Rob Clark, Jr.***

This course will introduce participants to the modern university audit and compliance. Topics to be covered include: understanding the roles and responsibilities of auditors, what every administrator should know about audits and what auditors look for to facilitate an efficient review, effective practices for conducting self-evaluations to be prepared for an audit, current best practices for managing risks over operational areas and information systems. This course will include interactive case studies and evaluations of current conditions on our campuses which present risks and recommendations for how to best mitigate those risks.

**Budget Process and the Business Officer****BUS 2243*****Instructor: Lisa Marie McCauley***

Budgets are a means of allocating resources to achieve the institution's strategic objectives while controlling expenditures within the institution's financial parameters. Discussion will involve the role of the business officer and the budget process in building institutional commitment, encouraging alternative scenarios for resource maximization, and reinforcing accountability. This course is intended for those involved with budgeting or planning and assumes a basic knowledge and understanding of budget systems and approaches. Prior participation in an institution's budget process at some level (central administration or departmental) will be helpful. Class discussion and participation will be encouraged.

**Budgeting: Large Schools****BUD 2241*****Instructor: Jerry Farley***

This course provides a general overview of different budgeting techniques and concepts with an emphasis on budgeting terminology that will help the participant to make relevant enhancements and recommendations to their own college budgetary process and implementation. The broad concepts included in the discussion will touch on the following: principles of operating and capital budgets, allocation decisions, and budget cycles. Various budgeting methodologies will also be covered -- incremental, formula driven, zero-based, responsibility based, and performance driven. There will also be a discussion on the linkage of strategic planning and the impact of financial ratio analysis with the budget development process.

**Budgeting: Small Schools****BUD 2242*****Instructor: Lisa Marie McCauley***

This course provides a general overview of different budgeting techniques and concepts with an emphasis on budgeting terminology that will help the participant to make relevant enhancements and recommendations to their own college budgetary process and implementation. The broad concepts included in the discussion will touch on the following: principles of operating and capital budgets, allocation decisions, and budget cycles. Various budgeting methodologies will also be covered -- incremental, formula driven, zero-based, responsibility based, and performance driven. There will also be a discussion on the linkage of strategic planning and the impact of financial ratio analysis with the budget development process.

**Contemporary Human Resources Practices****PER 2252*****Instructor: Mark Coldren***

This will be an interactive session designed to provide an overview of contemporary issues in human resources across institutions of higher education. Participants will review trends and challenges in developing proactive human resource practices. Successful efforts will be reviewed in areas of policies, practices and techniques. Special attention will be given to the areas of HR information systems, retention strategies, change management, leadership development, and integrated health care management. Participants will review a systematic process for identifying human priorities at their respective institutions. Resources for action planning will be provided.

**Contract Management****BUS 2216*****Instructor: Rob Clark, Jr.***

With more and more services being outsourced, how does a college or university manage these contracts? Certainly it is a shared responsibility which may involve Purchasing and Legal Affairs handling the contract language; Accounting handling payments; but who is really monitoring to determine if the terms of the contract are being met, if deliverables are being satisfied, if costs are being controlled, if goods and services are being rendered appropriately, and if resources are being used effectively and efficiently. Participants will leave the session with tools, techniques and best practices for managing contracts.

**Current Legal Issues in Higher Education****HED 2225*****Instructor: Beverly Ledbetter***

This course provides an overview of the law of higher education including a basic understanding of the internal and external legal environment. Participants will review distinctions between public and private institutions and learn how federal, state and local laws apply. Basic concepts will be illustrated using questions for discussion based on current and emerging legal issues in areas such as academic freedom and free speech, student discipline, discrimination and harassment, privacy and electronic, fraud and other criminal acts.

**Enrollment Management****HED 2287*****Instructor: Scott Verzyl***

Enrollment management can be defined as the utilization of strategies to manage the quantity, quality, and demographic profile of an institution's first-year class. This course is designed to introduce enrollment management concepts, focusing primarily on admissions, but including comments on the role retention programs, visitor and tour centers, orientation, placement and testing services, career centers, transfer programs, institutional research, and student success services contribute to the achievement of enrollment goals. Once a concern for mostly private institutions; the management of enrollments has become a key factor for both the ranking status and the financial health of virtually all institutions of higher education. This course will provide the "fundamentals" of enrollment management, including the ingredients for a successful strategic enrollment plan, and will share trends and techniques, from the blasé to the bizarre, institutions of higher education are using to manage their enrollment.

**Enterprise Risk Management (ERM): Engaging the Entire Campus Community****BUS 2218*****Instructor: Mark Briggs***

Enterprise Risk Management (ERM) has been discussed by boards, administrators, and support staff throughout higher education for several years. However, few institutions have adopted a truly integrated approach designed to enhance the identification and management of the risks they face and the opportunities which still too-often pass them by. This session will introduce the benefits of adopting an Enterprise Risk Management (ERM) system that will ensure the ability to effectively identify and address risks and opportunities. The principles discussed in this session are relevant and ready to be put into place regardless of your role or the size and type of your institution.

**Equipment Inventory****BUS 2212*****Instructor: Jerry Farley***

This course will present an overview of equipment management and planning. Discussion will include capitalization policies, computer-based property control systems, federal requirements regarding property management, and theft reduction programs. The session should be of interest to individuals who have direct accountability for equipment management as well as those who exercise more general responsibility.

**Financial Asset and Liability Management (Treasury Track)****FIN 2241*****Instructor: Al Rodack***

Many institutions manage their financial assets without regard to the liability side of the balance sheet and vice versa. This class would take a strategic look at how to manage both sides of the balance sheet in tandem to create opportunities and efficiencies in financial performance. Topics would include cash flow forecasting, matching investments with debt, creation of an internal bank and longer-term financial planning.

**Finish-in-Four: Strategies for Increasing Enrollment****HED 2289*****Instructor: Jeff Marsee***

Higher education is in a state of crisis! College budgets are becoming a challenge to balance. Expenses are continually increasing in an environment of declining enrollments, endowments, and government support. The stop-gap solution for decades was to increase tuition which is no longer viable. Students, parents, donors, and government agencies are scrutinizing the cost and return on investment of a college education. Colleges are under pressure for their underperformance of only graduating 40% of full-time students on time while the national student debt, often caused by delayed graduation, is skyrocketing. Addressing the issue of approximately 2 million students annually dropping out of college provides an opportunity for colleges to turn the crisis around. Finish in Four introduces a data driven model and examples of best practices for developing strategic solutions in ten key areas to improve on-time graduation rates, reduce student debt, and improve fiscal stability for America's colleges. Class participants will learn about the leading concepts and strategies used to retain students and what the business officer can do to be an important participant in the assessment, development and participation of enrollment strategies. Attendees will be provided a comprehensive check list and score sheet to assess their college's institutional effectiveness related to enrollment and retention practices.

**Foundations: Fundamentals and Strategic Management****FIN 2239*****Instructors: Eileen Byrne and Pat Gibbs***

Traditionally, foundations have primarily focused on fundraising and endowment management but have since evolved to also serve as vehicles for intricate financing transactions and economic development projects often involving complex private-public partnerships. This course will provide background on what foundations are, why they came into existence, their importance to the institutions they serve and how they operate. In addition to the commonplace uses, the course will provide insight into the creative and strategic roles foundations have played in the development of a wide variety of projects ranging from athletic stadium expansions and museums to research parks, lodging facilities, and even film studios. Leave with an improved understanding of university-foundation relationships, how to manage those relationships and learn how joint venture structures can advance your campus.

**Fraud/Ethics****HED 2288*****Instructor: Bob Dixon***

The fraud section is designed to discuss fraud issues in higher education. Participants will be presented with and will discuss relevant real-life situations and decisions from a fraud perspective. The session will discuss findings from the Association of Certified Fraud Examiners' Report to the Nation on Occupational Fraud and Abuse. Topics will focus on how to detect fraud in an institutional environment, the cost of fraud, evaluation of fraud "hot spots", pro-action and reaction to fraud dilemmas. Participants will leave the course with awareness of the seriousness of fraud in higher education and various means by which perpetrators commit fraud in an institutional environment. The ethics section is designed to discuss ethical issues in the accounting profession and financial administration within higher education. Participants will be asked to read and discuss relevant real-life situations and decisions from an ethics perspective. Topics will focus on independence, evaluation, pro-action and reaction to ethical dilemmas. Participants will leave the course with awareness of ethical behavior that can be nurtured and expanded into real life.

**Fundamentals of Higher Education Investments (Treasury Track)****FIN 2235*****Instructors: Susan Krauss and Jon Speare***

This session will provide an overview of how higher education entities invest and develop investment policies to achieve the goals of short-term, operating reserve and endowment portfolios. The discussion will focus on the purpose, policies and execution of each area of investment. From this session, participants should gain an understanding of the risk management of investment portfolios and the role treasury managers play in the oversight.

**Higher Education Analytics****BUD 2247*****Instructors: Jimmy Barnes and Russ Hannah***

Technology is advancing at a rapid rate. Massive amounts of data are being generated, stored, used, and analyzed. Business Officers are no longer charged with routine tasks and processes but expected to understand data—how it is created, collected, stored, accessed, and used. Business Officers and other higher education professionals must be able to adequately safeguard this data as well as work with it, think critically about the story it is telling, and use it to make better decisions. Thus, it is critical that all individuals in higher education become comfortable with large data sets and various technologies.

Course objectives:

- Introduce participants to the different technologies that are being used to capture data, evaluate data, make decisions, and report on the information.
- Explore the different ways higher education departments are currently evaluating data.
- Challenge participants to think about other opportunities to utilize data for decision making.

**Information Security for Higher Education****CIS 2263****Instructor: George Insko**

This class addresses the unique environment of information security within higher education. Specifically: The basics of information security. How it applies to you and your job. What makes higher education different for information security? Why it is so attractive to hackers and who the hackers are. How information security professionals are protecting information and information systems. What are key trends in the field? How do they apply to your institution? Finally, we will go over the basics of how to protect your personal information and your families. This class is a non-technical class. If you understand how to log--on to a computer and how to complete a search you will do fine.

**Insurance and Risk Management****BUS 2214****Instructors: Mark Briggs and Larry Deger**

Educational institutions face an incredible array of events that can lead to serious financial loss. This course will present the model for identifying and evaluating these risks of loss and determining how to manage them. Topics include risk assessment, essential loss control (safety) practices, and risk transfer through insurance and other means. Participants will gain a basic understanding of risk management and insurance including how to purchase insurance and to use insurance providers' loss control and claims services to the institution's advantage.

**Introduction to Capital Finance (Treasury Track)****FIN 2232****Instructors: Eileen Byrne and Pat Gibbs**

No experience in financing buildings, renovations, and other capital assets? Not really sure how to define just what a bond is? This course will provide the basics of capital financing, introducing you to the major players in the process and the language they speak. Explore the history of bond financing in higher education and leave with a basic understanding capital budgeting, the rationale for issuing debt and the sources of capital for colleges and universities.

**IT Cloud****CIS 2264****Instructor: George Insko**

The goal of this class is to teach participants how cloud technologies are used in higher education. Many participants may not be aware that many of the online systems they use every day are cloud based and that Higher Education is moving more and more to the cloud. This class is intended to give the participant a brief overview of what the cloud is, how it works, the general trend with the cloud in High Education, is the cloud safe, contracting concerns, and what are the future trends in cloud operations. After taking this class a participant should be able to understand the difference between an "on-premises server" versus a server hosted by a cloud vendor. They should have a good concept of the tree big cloud offerings SaaS, PaaS, IaaS. They should also leave with a better understand of cloud security and what to look for in cloud contracts. One of the main goals of this class is to be open to everyone. Therefore, it will not be very technical. If you can log into and online account, you will be fine.

**Leadership in a Virtual Environment****PER 2284*****Instructor: Lewis Prewitt***

This session will explore how the pandemic impacted how leaders survived in 2020 and the implications for the future. Leaders must always be flexible and adapt to change, but this is more than could have ever been anticipated! Colleges and their leadership teams were challenged to make alternative arrangements for faculty, staff, and students on the fly while all of the rules kept changing. A review of leadership skills and how they were applied during the pandemic will be discussed, with participants sharing lessons learned, best practices and emerging trends from their colleges.

Upon completion of the course, you will learn about what leadership skills worked (and some that didn't!) in higher education and other industries. You will gain knowledge that can guide you in being the best leader you can be as the traditional class and office environment continues to evolve.

**Managing in a Changing Environment****HED 2224*****Instructor: Jeff Marsee***

Managing in today's diverse employee environment is a challenge. This class will identify the numerous variables that influence employees' motivation in the workplace. Strategies for helping staff to be positive workplace contributors will be discussed. Class participants will use a series of self-evaluation tools to help identify their preferred management style and how it impacts their teambuilding efforts. Students will also learn why some organizations have difficulty in supporting change initiatives. Suggestions for successfully implementing change in change resistant environments will be presented.

**PCI Compliance (*Treasury Track*)****FIN 2242*****Instructor: Kevin Sisler***

This course will provide you with an overview of accepting credit cards and other payments on campus, as well as the challenges of complying with the Payment Card Industry Data Security Standards (PCI DSS). Discussion will include what is PCIDSS and from where did it come, what is required for compliance, and introduction of a roadmap to get your campus in compliance with the standards.

**Performance Evaluation Systems: Good or Gone?****PER 2263*****Instructor: Lewis Prewitt***

The session will include a review of performance management systems elements, and their impact on the employment relationship. As a leader, one has to make choices for motivating and retaining employees; as an employee, choices are made regarding the commitment to the organization. The college and employee can adjust for the benefit of all, through collaboration and understanding of the needs of both parties. Work is tough enough, and if you are not engaged and passionate for the work, problems can occur. This interactive session will explore options from both perspectives.

At the end of this course you will be able to understand the different types and applications of performance management systems; and how to leverage the performance management process to benefit all parties, and how one can stay focused and "on course" for your career success.

**Stewardship of Gift Funds (Treasury Track)****FIN 2231*****Instructor: Al Rodack***

This course will be a review of endowment and gift funds from the accounting perspective and the development perspective. Topics include similarities and differences between endowment and gift funds, when is a gift really a gift, tax related issues, receipting and donor recognition, restricted and unrestricted funds, and recordkeeping.

**Strategic Budgeting: Instruction-First Budgeting****BUD 2246*****Instructor: Jeff Marsee***

Developing budgets too often reflects the “power of politics.” Colleges can become locked into status quo funding while neglecting to recognize the critical components of what constitutes “mission objectives.” This class identifies the key instructional concepts typically involved in building a college budget. The participants will learn how to develop a budget that focuses on calculated instructional costs and then the cost of supporting services. The instruction-first budget development process both validates whether a proposed institutional budget is realistic and if discretionary costs are available for new initiatives. It is also helpful for promoting rational discussions about workload (productivity), cost of enrollment growth or reduction, and whether supporting costs are adequately funded. The students will first develop a hypothetical (macro) college budget, and then utilize actual institutional data to (micro) analyze instructional department cost efficiencies. Whether directly involved in the budget development process or wanting to learn about the basics of building a college budget, this class will provide participants a better understanding of the funding mechanics at their college.

**Strategic Planning for Universities****BUD 2245*****Instructor: Jairy Hunter***

The strategic planning process in higher education institutions, shortcomings of old approaches, new approaches to planning, and the organizational conditions required for strategic planning will be covered in this course. This session also focuses on the relationship strategic planning has on institutional effectiveness and the role of the business officer in this process.

**Tax Issues in Higher Education****FIN 2238*****Instructor: Steve Hoffman***

Because colleges and universities are typically tax-exempt organizations, it can be difficult to convince people that there are, in fact, numerous tax issues to be faced. Over the past decade the IRS has conducted examinations at a number of institutions of higher education, and because of this increased level of scrutiny, colleges and universities must be ever mindful of the tax implications of almost everything they do. Failure to do so could result in significant tax liability, penalties and interest, not the best use of scarce institutional resources. The goal of this course is to provide the participants with an overview of the tax issues in higher education, including, but not limited to: unrelated business income tax, employees vs. independent contractors, payments to nonresident aliens, tax-exempt bonds, fringe benefits, scholarships, fellowships and grants, student FICA, and charitable contributions.

**Travel and ProCard Management****BUS 2215****Instructor: Phil Hurd**

This course will be divided into two sections. (1), the risk of the procurement card in terms of fraud, waste and abuse. It will consist of several actual cases that will be analyzed and the weakness detailed in terms of control breakdowns. The second half of this course (2) will detail potential scenarios of card management, program controls specifically as they relate to fraud, program controls as they relate to waste and program procedures that focus on increasing efficiency and ease of use of the cards without introducing unnecessary risk. For those taking the **“Using Business Intelligence systems to gain insight into process, finances, and operations”** these techniques will be demonstrated. PCI compliance and the Data Security Standards will be Explained. (PCIDSS)

**Treasury Management (Treasury Track)****FIN 2237****Instructor: Jon Speare**

Treasury management touches all parts of higher education institutions. The ability to manage financial transactions and operating assets may determine the amount of working capital available as well as the financial health of the university. Participants will gain an understanding of:

- The role of treasury management within a higher educational institution
- How the financial system works in the U.S.
- Fraud in the treasury system and prevention
- Investment of working capital
- An overview of debt strategies, and asset/liability management
- The concept of an Internal or Central Bank within the organization
- Learn how treasury processes interact with entire educational institutions

**Using Business Intelligence Systems to Gain Insight Into Processes****FIN 2233****Instructor: Phil Hurd**

This is a data-analytics starter class that will introduce the participant to large scale business intelligence systems and how to create visualization to gain insight into any process that is data driven. Example of data driven systems include budgets, parking systems, investigations, compliance and federal cost analysis. Anything that you can collect data on can be analyzed using this course. For those taking the **“Travel and Procurement Card Management”** class the data discussed in that class will be used in this class. A walkthrough using an extracted data sample example using Microsoft platforms will be given.

**Instructor: Larry Goldstein**

This session combines lecture with hands-on experience focused on financial ratio assessment for colleges and universities. Following a presentation on the critical elements of higher education financial ratio analysis, with particular attention to the Composite Financial Index (CFI), participants will measure their institution's financial health utilizing the audited financial statements they will bring with them to the program. Using templates provided during the session, and guided by the presenter/facilitator, they will examine the financial statements to find key financial elements necessary for calculating the four key ratios that comprise the CFI. After participants have calculated one year's CFI, the results will be discussed and diagnosed. Time permitting, participants will calculate additional years' ratios and emerging trends will be examined. Accounting expertise/experience is not required for this session; however, **participants must bring a phone or calculator and two year of audited financial statements.** Those from public institutions should bring the corresponding audited financial statements for their foundation(s).

**Why I Like You, Why I Don't****Instructor: Jeff Marsee**

We don't like to admit it but determining whether we like a new acquaintance occurs within the first half-second of contact. People react to others based on which of four behavior styles their new contact immolates. People with similar behavior styles tend to like each other. Opposites, not so much. These initial subconscious reactions to others impact personal and professional relationships. To be effective team builders, managers must be able to neutralize first impression reactions, especially when attempting to integrate staff that don't think and act alike. Why I Like You, Why I Don't, is a popular class that includes a self-administered behavior assessment questionnaire ("As I See Myself") that gives each participant the opportunity to understand their preferred way of doing things. The objective is not to change personal behaviors, but through a better understanding of others' style preferences, improve relationships that will result in stronger teams.