

Budget Planning White Paper

Constituent Group: Faculty Senate

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The Faculty Senate Budget Committee was charged with writing a white paper that would provide input regarding possible reallocation of university funds in response to the world's economic recession. We were supplied with two ground rules to govern the discussion: (1) the emphasis must be on preserving and advancing UW's academic quality and stature and (2) any budgetary measures must be consistent with UW's mission statement, vision, and strategic plan. The Section 1 funds allocated by the legislature are the focus of this discussion, however, review of other portions of the budget is also relevant.

The Committee has met regularly with the Faculty Senate and solicited input from individuals within our constituency to develop general principles by which to evaluate the university's budget for possible reduction. The planning document, *Creation of the Future: University Plan 3*, states "UW's learning-oriented missions—teaching, research, and service—lie at the core of this vision, and they should be the last of our endeavors to suffer from budget reductions, should we ever have to manage them." In observance of this, we highlight the need to work toward a position of leadership in instruction, scholarship, and outreach as the only 4-year institution in a rural state.

Planning principles quickly became an important issue, and this committee was urged to identify such principles to guide eventual implementation of recommendations. We choose to share those that most influenced the choice discussed in Section IV of this document.

- Take into account unintended consequences
- Make academic decisions for academic reasons
- Be flexible to make exceptions that preserve the integrity of programs and units
- Allow Divisions to target their own cuts
- Make cuts proportional to recent budget growth and total budget size

- Scrutinize Administration budgets as they have grown disproportionately in this decade
- Plan for some Divisions to tap Section II sources for management
- Seek savings outside Core areas. Areas of high priority and enhancements are ones where savings may be found.
- Use this document to highlight short-term savings
- Start longer-range planning with special emphasis on unit and division reviews of efficiencies and reorganization
- Use voluntary programs whenever possible for workload reductions
- Bear in mind always that we have a sacred trust

The White Paper is to include four sections:

Section 1: define Core elements of UW's mission; define high-priority activities that support the core; define enhancements to the core.

Section 2: determine which major elements of UW's current overall operations belong to each of these three tiers, per the university's mission statement and planning documents.

Section 3: determine which major elements of the academic units belong in each of these three tiers, with rationales.

Section 4: propose other approaches to create budget flexibility and relieve persistent budget pressures.

Section 1: Define Core elements of the University's mission; define high-priority activities that support the core; define enhancements to the core.

The primary mission of our institution is to promote learning, the basis of which is effective teaching, scholarly research, and service. The University's current plan lists the following elements as vital to its "mission to explore, create, and share knowledge, in areas that are meaningful to our constituencies and at a level of accomplishment that garners international recognition": to be one of the nation's finest public land-grant research universities, to support rigorous scholarship, to contribute towards economic and community development, and to protect our cultural, historical, and natural resources.

We believe that the University Mission Statement determines four specific core elements within the Institution that are essential for meeting the three faces of its mission. The challenge we face is to retain programs within stricter constraints. The High-Priority Activities that support the Core elements are listed by Divisions even though being listed places each at risk of being cutback. Mindful of the principle that Divisions are best equipped to target cuts, we list High-priority Activities within their Divisions. Each will be shown to support one of the four Core Elements.

Enhancements are on the bottom tier of support for the Core elements, and they fall under the umbrella of at least one high-priority item. Reductions and reorganization among the enhancement items will best produce efficiencies that budget cuts require. We define these Enhancements by example, and suggest that the others exist. We also suggest that the process that has produced this White Paper continue in order to sustain openness and avoid corrosive competition between units. Divisions will eventually identify cuts that must be made. We owe the Institution our commitment to also identify innovative ways to

streamline and improve life on campus. Positive morale is imperative for the University is to “be broadly responsive to the state’s educational needs”.

Core Elements	High Priority Activities	Enhancements
Faculty Support	Areas of Distinction – AP 3	Athletic Programs
Extension/Outreach	Economic Development	Internationalization
Libraries/ Research	Student Affairs	Research/Business Centers
Student Support	Academic Affairs	Resource Centers
	Pub Affairs/Institutional Sup	Specialized Programs
		Auxiliary Services

Section 2: Determine which major elements of UW’s current overall operations belong to each of these three tiers, per the university’s mission statement and planning documents.

University services such as the auto fleet, copying services, gathering centers like the Union, and extra-curricular events, though they add considerably to the atmosphere of a vigorous university and are general conveniences, are not absolutely vital to the core mission of the university. They are also important tools for recruiting and retention of new faculty, staff and students. As enhancements, these services will suffer, and the cuts in these areas illustrate the damage that a 5% cut in budget will cause.

Including athletic programs among the enhancements should not be seen as the historical struggle between academics and athletics. Athletics lend a unifying element to the widespread areas of academic interest that may have little or no interaction with one another. In full understanding that athletic programs are integral to the community’s development of body as well as mind, that these programs foster leadership and confidence, and that they bring in considerable money to the university, they are neither highlighted among the university’s

centers of excellence, nor do they play a very prominent role in the Academic Plan.

Matching elements to the Core elements, the high priority divisions and the enhancement categories is problematic. In many cases, the funding is complex and responsibilities are shared.

Core elements:

Department/faculty and Extension/Outreach support such as staff support in sufficient numbers and with opportunities for training to meet program needs, competitive salaries, sustained capacity to meet program missions, excellence in technology for instruction and research, studios, labs and classrooms equipped for research and instructional excellence;

Libraries and Research support such as 24/7 access to databases and journals that inform instruction and research in diverse areas, staff to orient users; **Student support** as scholarships, orientation and advising, retention, physical and mental health, competitive graduate student stipends and recruiting, excellence in course content and variety in undergraduate majors and graduate programs.

High-priority activities that support the core:

Areas of Distinction as defined in the Academic Plan 3 give structure to many activities. We include the School of Energy Resources (SER), NCAR supercomputer partnership, Master of Fine Arts creative writing program, Endowment for Excellence funding, UW Art Museum, Geology Museum, National Park Research Center, American Heritage Center, the Haub School of Environmental and Natural Resources (ENR), WYGIS, the Archaeological and Anthropological Research Center, the Center for Biological Research, WIND, and the Berry Center.

Economic Development activities include the Survey Center and the Wyoming Small Businesses Center

Student Affairs activities include student health, crisis intervention and student counseling services, admissions, financial aid, and records,

Academic Affairs activities include the Honors Program, GA training programs, summer programs, and graduate school allocations

Public Affairs includes legal, governmental and community affairs, including employee issues; **Institutional Support** activities include marketing, web services, postal service

Enhancements to the core:

Athletic Programs especially smaller programs and extra-curricular sports and recreation

Internationalization such as Study Abroad programs, cooperative initiatives such as the Saratov initiative and the Bolivian educators agreement, the Cheney International Center, and international travel grants.

Research and Business Centers such as Frison Institute, the AG Experiment Stations, and Wyoming Business Technology Center;

Resource Centers such as Rainbow Resource Room, the Williams Conservatory, the ECTL, Ellbogen Center for Teaching and Learning, Volunteer Office, and the testing office;

Specialized programs such as LEARN, Visiting Scholars, Faculty Exchanges, Leadership Wyoming, Cultural Programs, Public Radio, and WY television programming, and non-credit Outreach programs

Auxiliary Services such as copy services, fleet services, vending and bus services

Section 3: Determine which major elements of the academic units belong in each of these three tiers, with rationales.

Core Rationales:

Faculty Support: The University cannot meet its mission of promoting learning without appropriate support of the teaching and research faculty and staff. The academic plan indicates that we seek to provide “academic and co-curricular opportunities that will expose students to the frontiers of scholarship and creative activity and the complexities of an interdependent world and promote... leadership development for all members of the university community.” This is not restricted to on-campus opportunities. “As Wyoming’s only university, we are committed to outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation, and the world.”

To fulfill this mission, the university’s faculty must have financial support for research, which includes support staff or student workers, curricular support to allow sufficient time for scholarship and review of current trends in their fields to accommodate best teaching practices, and a tenure and promotion policy that reflects the several-pronged responsibilities of the faculty and their vital role in the success of the university’s mission. High priority activities that allow faculty to be competitive include start-up budgets, post-doctoral students, control of release time funds, and flexible teaching and service assignments.

The academic plan repeatedly addresses the need to move toward interdisciplinary teaching. This requires establishment of new courses or the integration of current courses, a time-consuming commitment for faculty in both departments. Our areas of distinction are, in some cases, still in the building process. Resources in the sense of faculty, library collections, and research space are still in flux.

Neither can the role of scholarship be completed without access to resources provided by the University Libraries. The reputation of the university is in part dependent on the resources of the library and its standing in the region. Telecommunications, access to the internet, email, and telephones are the necessary infrastructure integral to the production and dissemination of research and scholarly works.

Extension and Outreach: Wyoming's rural environment presents challenges for its educational institutions. Not only is the University the state's only four-year institution, access to metropolitan centers for cultural, educational, and business opportunities are also limited. These services are provided to the state's population through the Extension and Outreach programs. The Academic Plan 3 states, "As a public land-grant institution, the university has an historic commitment to access to higher education...to serve learners throughout Wyoming and beyond." (p.3)

Libraries & research: The University's commitment to support the Libraries' and museums' missions of collection and access is important to recruiting new faculty and providing all faculty with the resources they need to conduct their research. Campus museums have strengthened their relationships with academic units and tied their missions to the Areas of Distinction. For example the Art Museum is "strengthening its relationship with the Art Department and extending its mission to enrich the arts education community throughout the state."

Student support: The University's mission of promoting teaching is useless without a student body. All of the student support services that bring students together with the university and strive to retain them are important to the core mission. The Hathaway Scholarships have made it possible for recent high school

graduates to attend college who may have lacked the chance before. Easy access to classrooms, instructors, advising, health care, and libraries are instrumental to student success. Planning for their success brings serious considerations. Are we putting too much stress on our required first year courses? Does this impact our teaching faculty by stretching them too thin? Would some undergraduate students be better directed into the community colleges for their first year?

As outlined in the Plan, “[o]ne of the characteristics of world-class research institutions is a commitment to excellence in graduate education.” These are our future academics and professionals, and their formation requires sustained faculty attention, mentoring, and external funding for their research

High-priority Activities Rationales:

Areas of Distinction: The University has outlined six areas of distinction for specific depth in the institution’s goal to foster excellence. Those areas of distinction are: critical areas of science and technology; cultural assets, arts, and humanities; environment and natural resources; history and culture of the Rocky Mountain region; life sciences; and professions critical to the state and region. The academic plan specifically states that these areas of distinction provide “opportunities for many academic departments, even small ones, to pursue excellence and depth” and strongly recommends interdisciplinary contributions among academic units to achieve strength within these programs.

Business and Economic Development: Support of the Wyoming Technology Business Center, the Office of Research and Economic Development, the School of Energy Resources, and other centers with the goal of promoting an active economic environment for the community and the state is of primary importance for stated goal of excellence. To establish a foundation for a healthy economy for the state and a future for Wyoming researchers and academics, we need to support economic development. Grants from the business incubator and a focus on energy, environmental, and science fields influence the direction of the state.

Our rural environment offers a laboratory for this type of advancement and positions us well to lead the country in some of these areas.

Student Affairs; Academic Affairs; Public Affairs; Institutional Support: (Rationale needed)

Enhancements to the Core Rationales:

Although every enhancement listed adds considerably to the atmosphere of a vigorous university and are general conveniences, they are not absolutely vital to the core mission of the university. They may be important tools for recruiting and retention of new faculty, staff and students. They may be important to sports fans, the business and ranching communities, or the community of Laramie. We provide no other rationale for the many activities in this category.

Section 4: Propose other approaches to create budget flexibility and relieve persistent budget pressures.

The faculty values good stewardship of University funding. We place priority on reducing our carbon footprint and gaining efficiencies as a positive initiative that builds community, and advocate short-term savings come from proportional cuts.

Carbon-Neutral Target -- unknown value

- 10% Energy conservation: Turn off computers and electrical devices, including Labs; use daytime cleaning staff schedule; retool to low-energy fixtures; lower reset temperatures on hot water systems saving \$0.6M
- Move toward a paperless environment, especially regarding duplicate mailing and top end promotional materials
- Discontinue wasteful services such as towel service
- Computer: extend replacement schedule in student labs and faculty/staff offices to four years; consider fewer labs and better wireless coverage
- Reduce access to recreation facilities during low use times; shorten the Summer week; close parts of Campus for specific times such as Breaks

Efficiencies – unknown value

- Investigate outsourcing: for example, follow 1000 other schools switch at least email to Google to save \$0.1-0.5M and improve service.
- Telephone system: review associated services like voicemail and land lines
- Part-time Budget: Review services like summer student labs
- Long-term planning for continued tuition increases
- Eliminate use of credit cards to pay tuition
- Create a media center by merging TV, radio and other media
- Shared specialists across units, e.g., development, technology, accounting
- Consider teaching Summer classes On-Load as a revenue source for units
- Early retirement for employees, especially those with Wyoming Retirement System, and voluntary staff reduction of work time, especially Summer.

- University Studies: consider using same requirements across Colleges

Flexible Cuts Proportional to Growth and Budget Size --- Total \$9.1M

- Academic Support --- \$1.9M
- Athletics, Administration --- \$1.4M each
- Support Services -- an additional cut of every unit 4% --- \$1.4M
- Institutional Supports -- \$1M
- Research Office & AG Research \$0.8M
- Student Services --- \$0.7M
- Public Service --- \$0.5M