THE UNIVERSITY OF WYOMING
FINANCIAL CRISIS ADVISORY COMMITTEE
MINUTES OF THE COMMITTEE
Tuesday, July 19, 2016
THE UNIVERSITY OF WYOMING
FINANCIAL CRISIS ADVISORY COMMITTEE
MINUTES OF THE COMMITTEE

Tuesday, July 19, 2016
12:00-2:00 p.m.
Coe Library 506; University of Wyoming Campus

AGENDA
Call to Order ....................................................................................................................................1

Roll Call and Approval of Minutes ..................................................................................................1

Public Session
I. Open comment period ..................................................................................................................1
II. Presentation by Brian Schueler ....................................................................................................1
III. Charge to develop division reduction plans .............................................................................1
IV. Date of the University-wide town meeting .............................................................................2
V. Future agenda items ....................................................................................................................3

Adjournment ....................................................................................................................................3

Attachments .....................................................................................................................................4
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Call to Order
Chair Steve Bieber called the meeting to order at 12:04 p.m.

Roll Call and Approval of Minutes
Committee members present included: Vice President for Academic Affairs David Jones, Vice President for Administration Bill Mai, Dr. Robert Sprague, Dr. Frederic Sterbenz, Dr. Robert Cawley, Dean Klint Alexander, Dean of Outreach Susan Frye, Chair Steve Bieber, Ms. Molly Marcusse (via conference phone), Mr. Kevin Colman, Ms. Rachel Stevens and Mr. Joel Defebaugh. UW President Laurie Nichols, incoming Provost Kate Miller, and Dr. Donal O’Toole were not present. Associate Vice President for Administration Janet Lowe, Associate Vice President for Communications and Marketing Chad Baldwin and Research Aide Brian Schueler were also present for the meeting.

Dr. Cawley moved to approve the minutes from the July 15, 2016 meeting, as presented. Mr. Defebaugh seconded. All committee members were in favor; the motion passed unanimously.

Public Session
Presentation by Brian Schueler
Mr. Brian Schueler presented on peer comparison data [see attachment A]. He shared information on the different types of research universities and the total expense of UW as compared to UW’s peer institutions, as well as all public research universities. He then provided details on instructional, research, public service, student services, and scholarship costs as compared to other UW peer institutions and other public universities. There was discussion on what public service was. There was discussion on if the scholarships included the Hathaway funding.

Dr. Cawley asked if Mr. Schueler used budgets expenditures for the information he provided. Mr. Schueler explained that he used expenditures complied by Integrated Postsecondary Education Data System (IPEDS).

Mr. Schueler then shared information on full-time employees, including the distribution of full-time employees compared to peer institutions and all public universities. He provided information on how the employees were distributed per section and how the University compared to others. He noted this information was also gathered from IPEDS.

Mr. Schueler then shared information on instructional employee breakdown into professors, associate professors, assistant professors, and lectures and instructors. He also shared information on how UW’s distribution compared to peer institutions and all public universities. He also shared comparisons between the number of full time students and full time instructional staff, non-instructional staff, and overall employees.

Mr. Schueler then shared information on University operations and maintenance and how it compared to peer institutions. He also shared comparator information on total degree programs and instructional expenses. There was discussion regarding cost per student expenses, the size of other comparators used, and athletics costs.
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Charge to Develop Division Reduction Plans
Chair Bieber shared a revised Charge to Develop Division Reduction Plans document with the committee. He shared the development of the document, as well as some of the changes made to the document from previous versions the committee had reviewed [see attachment B]. Chair Bieber commented that he did not think the committee had the authority to charge the divisions, but the UW President had this authority. He reminded the committee that the committee could only recommend this document to the President, but that President Nichols had already reviewed and endorsed this document and that it would be shared with the division leaders.

Mr. Joel Defebaugh moved to adopt the charge to develop division reductions as presented. Dr. Cawley seconded. The committee had discussion on the document. There was discussion on the impacts section of the document, as it had been removed from the current draft document. Chair Bieber noted that due to the diversity of situations on campus, he would encourage individual divisions to develop their own impacts. He noted that it would be difficult to include general guidelines for developing these impacts due to the variety of situations.

There was discussion on if the numbers noted in the document could be adjusted. Chair Bieber noted that, as was expressed in the charge, these numbers reflected an across-the-board assessment based on current information. There was discussion on if all the cost savings measures in FY17 would produce the funds expected, or if there would need to be additional cuts in FY18 to make up for unrealized gains in FY17. The committee concluded that the numbers in the document were firm based on current information, but that they could be corrected as more information was gathered. There was further discussion on the savings needed to be realized in FY17 from elimination of vacancies and the early retirement programs. It was noted that the committee would have more information from these programs on August 5, and then more information would be known on October 23. The committee decided to re-evaluate the numbers after getting more information on August 5.

Chair Bieber noted that the Board of Trustees’ decision to grant a one-month extension was going to benefit the committee greatly. He said that the extra four weeks would allow the committee to make adjustments and that this was within the original charge form UW President Nichols. He stated that UW President Nichols indicated that there was some room for flexibility. There was further discussion on what “flexibility” meant, and if the committee should offer a range rather than a set number to divisions. The committee discussed the campus’ reaction to this process and its perception of this process.

Date of the University-wide town meeting
Chair Bieber noted that the town hall meeting was scheduled for Tuesday, July 26, from 12:00-2:30 p.m. in the Union Ballroom. He added that he would speak with UW President Nichols about the structure of the town hall meeting. Chair Bieber asked the committee if anyone wanted to present, and there were no volunteers. The committee discussed the information they wanted to be included in the meeting with UW President Nichols.

The committee then returned to a discussion of the hiring freeze, and how many people on campus felt hamstrung when they were unable to hired in critical need areas. There was further discussion on flexibility and how to handle the hiring freeze moving forward. There was discussion on if the
hiring freeze affected employees on Section II funding, and if courses were being cancelled due to hiring freezes. There was discussion of the committee’s charge, and how the committee’s charge was to plan for FY18, not FY17. There was discussion on how to make this distinction clear to campus.

**Future agenda items**
Chair Bieber told the committee to share any agenda items they had with him. He noted that he was considering bringing in Vice President Miller in to talk about procedural issues, especially UW Regulations 6-41 or 6-43. There was discussion on inviting other vice presidents to attend the meetings as well. There was also discussion on if the committee should appoint liaisons to various divisions to facilitate communication, but the committee decided against this proposal. There was also a request for a report on enrollments, and a discussion of who was on the steering committee for the Huron Consulting work and the revenue enhancement committee.

**Adjournment**
Dr. Cawley moved to adjourn the meeting. Mr. Defebaugh seconded; the meeting adjourned at 1:38 p.m.

Respectfully submitted,

Laura Shevling
Senior Administrative Assistant
Peer Comparison Data and Analysis for The University of Wyoming’s Financial Crisis Advisory Committee

This report has been written on request of the chair of the University of Wyoming Financial Crisis Advisory Committee to provide informative data and comparison analysis between the University of Wyoming and similar institutions in expenditures, employment and other areas.

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Please contact Brian Schueler (bschuel1@uwyo.edu) with any questions regarding this report or the data described within.
The following graphs and tables illustrate the differences in distribution and total dollar amount of UW's expenses compared to our peer institutions and to all US public research universities.

The pie chart below illustrates the distribution of expenses. Instruction, research and public service make up the core missions of the university and a majority of expenses.

Intercollegiate Athletics is classified as an Auxiliary enterprise for UW.

Operation of Maintenance and Plant for UW is split across many categories. For UW the total amount was $26.0 million in FY14 (5.37% of budget) Detailed information regarding Operation and Maintenance of Plant Expenses can be found on pg. 8

UW is represented as the innermost shell, with the average of UW peers as the middle shell and the average of all public research universities as the outer shell.
The table below lists the total expenses by function at UW for FY14, as well as the average expenses across each function at UW’s peers and at all public research universities for FY 14. These function categories are defined more thoroughly in the definitions section of this document.

The bottom portion of the table labeled “Totals Normalized to UW FTE Student Population” is calculated by scaling the average expenses proportionally to the student population. The average UW peer had a full time equivalent student population of 19,185 in 2014, 75% larger than UW at that time (10,985). The average of all public research universities had a student FTE population of 21,157 in 2014, 93% larger than UW. Each spending category is scaled according to these proportions. This method more accurately illustrates the spending amounts of these universities if they were the same size – student wise – as UW.

This method does not account for potential efficiency gains that may be realized at larger institutions.

Sources for this data are IPEDS Enrollment and IPEDS Financial data for 2014.

### Total Expenses of UW, Average Total Expenses of UW Peers and Ave. Total Expenses of All Public Research Universities (FY14)

<table>
<thead>
<tr>
<th></th>
<th>Instruction</th>
<th>Research</th>
<th>Public Service</th>
<th>Student Services</th>
<th>Academic Support</th>
<th>Institutional Support</th>
<th>Scholarships and Fellowships</th>
<th>Auxiliary</th>
<th>Indpt. Ops. &amp; Other Expenses</th>
<th>Total Budget</th>
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<tbody>
<tr>
<td>All Public Research</td>
<td>$269.6</td>
<td>$149.6</td>
<td>$52.5</td>
<td>$38.2</td>
<td>$79.5</td>
<td>$62.1</td>
<td>$32.6</td>
<td>$108.4</td>
<td>$17.2</td>
<td>$809.7</td>
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<td>$141.0</td>
<td>$97.1</td>
<td>$33.5</td>
<td>$52.4</td>
<td>$47.1</td>
<td>$30.3</td>
<td>$94.0</td>
<td>$32.7</td>
<td>$727.7</td>
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<tr>
<td>UW</td>
<td>$162.6</td>
<td>$82.9</td>
<td>$42.5</td>
<td>$16.9</td>
<td>$38.8</td>
<td>$51.1</td>
<td>$21.6</td>
<td>$67.7</td>
<td>$0.9</td>
<td>$485.0</td>
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### Totals Normalized to UW FTE Student Population (Fall 2014 - 10,985)

<table>
<thead>
<tr>
<th></th>
<th>$140.0</th>
<th>$77.7</th>
<th>$27.3</th>
<th>$19.8</th>
<th>$41.3</th>
<th>$32.3</th>
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<td>$93.8</td>
<td>$18.7</td>
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<td>UW</td>
<td>$162.6</td>
<td>$82.9</td>
<td>$42.5</td>
<td>$16.9</td>
<td>$38.8</td>
<td>$51.1</td>
<td>$21.6</td>
<td>$67.7</td>
<td>$0.9</td>
<td>$485.0</td>
</tr>
</tbody>
</table>

* Normalized equivalents calculated with following formula: (Original A) * [(UW Student Count) / (Sample Student Count)]
FTE Instructional and Non-Instructional Employees

The following graphs and charts detail the distribution and intensity of full time equivalent (FTE) employees at UW, peer institutions and across all public research universities.

The hatched-pie chart directly below illustrates the percentage distribution of all employees at UW and comparison institutions. For ease of reading some positions have been aggregated – (i.e. instruction, research and public service).

The table on the next page provides a more detailed picture of the distribution of all FTE employees, the actual numbers, and two normalizations – one for student counts and one for total employee counts.

UW’s level of staff per student is higher than our peers and higher than the average of all public research universities. This is described in greater detail on pg. 7.

Source: IPEDS Employment Data
### FTE Distribution and Equivalencies – All Employees

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UW</strong></td>
<td>26.5%</td>
<td>6.2%</td>
<td>3.0%</td>
<td>3.0%</td>
<td>5.1%</td>
<td>4.0%</td>
<td>6.8%</td>
<td>6.9%</td>
<td>7.4%</td>
<td>4.3%</td>
<td>8.2%</td>
<td>0.6%</td>
<td>11.0%</td>
<td>4.5%</td>
<td>2.5%</td>
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<tr>
<td><strong>UW Peers</strong></td>
<td>27.0%</td>
<td>4.0%</td>
<td>2.8%</td>
<td>1.3%</td>
<td>3.5%</td>
<td>6.6%</td>
<td>7.6%</td>
<td>10.7%</td>
<td>5.7%</td>
<td>2.2%</td>
<td>8.5%</td>
<td>0.3%</td>
<td>13.9%</td>
<td>4.6%</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>All Public Research Universities</strong></td>
<td>31.1%</td>
<td>3.2%</td>
<td>0.9%</td>
<td>1.4%</td>
<td>3.7%</td>
<td>8.0%</td>
<td>7.5%</td>
<td>9.1%</td>
<td>5.8%</td>
<td>2.9%</td>
<td>8.1%</td>
<td>0.2%</td>
<td>13.8%</td>
<td>3.5%</td>
<td>0.8%</td>
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</table>

#### Percentage Breakdown of FTE (2014)

<table>
<thead>
<tr>
<th></th>
<th>UW</th>
<th>UW Peers</th>
<th>All Public Research Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FTE Averages</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>UW</strong></td>
<td>761</td>
<td>179</td>
<td>137</td>
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<tr>
<td><strong>UW Peers</strong></td>
<td>1114</td>
<td>229</td>
<td>132</td>
</tr>
<tr>
<td><strong>All Public Research Universities</strong></td>
<td>1517</td>
<td>212</td>
<td>57</td>
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</tbody>
</table>

#### FTE Averages Normalized to UW FTE Student Population (Fall 2014 - 10,985)

<table>
<thead>
<tr>
<th></th>
<th>UW</th>
<th>UW Peers</th>
<th>All Public Research Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FTE Averages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UW</strong></td>
<td>761</td>
<td>179</td>
<td>137</td>
</tr>
<tr>
<td><strong>UW Peers</strong></td>
<td>638</td>
<td>131</td>
<td>76</td>
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<tr>
<td><strong>All Public Research Universities</strong></td>
<td>684</td>
<td>110</td>
<td>29</td>
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#### FTE Averages Normalized to UW Total FTE Employee Count - (FY14 - 2,877)

<table>
<thead>
<tr>
<th></th>
<th>UW</th>
<th>UW Peers</th>
<th>All Public Research Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FTE Averages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UW</strong></td>
<td>761</td>
<td>179</td>
<td>137</td>
</tr>
<tr>
<td><strong>UW Peers</strong></td>
<td>742</td>
<td>152</td>
<td>88</td>
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<tr>
<td><strong>All Public Research Universities</strong></td>
<td>784</td>
<td>127</td>
<td>34</td>
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</table>

* Equivalents calculated with following formula: (Original #) * ([UW Student/Employee Count] / [Sample Student/Employee count])

<table>
<thead>
<tr>
<th></th>
<th>Total FTE Employee Ave.</th>
<th>Total FTE Student Ave.</th>
<th>FTE Students per FTE Staff Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UW</strong></td>
<td>2877</td>
<td>10985</td>
<td>3.82</td>
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<tr>
<td><strong>UW Peers</strong></td>
<td>4321</td>
<td>19185</td>
<td>4.44</td>
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<tr>
<td><strong>All Public Research Universities</strong></td>
<td>4831</td>
<td>21157</td>
<td>4.38</td>
</tr>
</tbody>
</table>

Source: IPEDS Employment Data
### Instructional Employees

**Distribution of Instructional Employees**

- **Public Research Universities Ave.**
  - Professors: 30.04%
  - Asst. Professors: 27.11%
  - FT Lecturers, Instructors & Non-Tenured: 19.53%
  - FT Assoc. Prof.: 26.85%
  - FT Asst. Prof.: 28.46%
  - FT Professors: 22.48%

- **UW Peers Ave.**
  - Professors: 30.04%
  - Asst. Professors: 27.11%
  - FT Lecturers, Instructors & Non-Tenured: 19.53%
  - FT Assoc. Prof.: 26.85%
  - FT Asst. Prof.: 28.46%
  - FT Professors: 22.48%

- **UW Ave.**
  - Professors: 30.04%
  - Asst. Professors: 27.11%
  - FT Lecturers, Instructors & Non-Tenured: 19.53%
  - FT Assoc. Prof.: 26.85%
  - FT Asst. Prof.: 28.46%
  - FT Professors: 22.48%

**Source:** IPEDS Full Time Faculty Salaries and Numbers Data

---

<table>
<thead>
<tr>
<th></th>
<th>Total FT Instructional Staff</th>
<th>FT Professors</th>
<th>FT Assoc. Prof.</th>
<th>FT Asst. Prof.</th>
<th>FT Lecturers, Instructors &amp; Non-Tenured</th>
<th>FTE Fall Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UW</strong></td>
<td>747</td>
<td>201</td>
<td>214</td>
<td>170</td>
<td>162</td>
<td>10,985</td>
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<tr>
<td><strong>UW Peers</strong></td>
<td>919</td>
<td>277</td>
<td>246</td>
<td>216</td>
<td>180</td>
<td>19,185</td>
</tr>
<tr>
<td>All Public Research Universities</td>
<td>981</td>
<td>308</td>
<td>262</td>
<td>221</td>
<td>190</td>
<td>21,157</td>
</tr>
</tbody>
</table>

**Full Time Instructional Staff - Actual Numbers**

**Full Time Instructional Staff - UW Student Count Equivalents**

- **UW**: 747 FT professors, 201 FT Assoc. Prof. 214 FT Asst. Prof. 170 FT Lecturers, Instructors & Non-Tenured 162 FTE Fall Enrollment 10,985
- **UW Peers**: 919 FT professors, 277 FT Assoc. Prof. 246 FT Asst. Prof. 216 FT Lecturers, Instructors & Non-Tenured 180 FTE Fall Enrollment 19,185
- All Public Research Universities: 981 FT professors, 308 FT Assoc. Prof. 262 FT Asst. Prof. 221 FT Lecturers, Instructors & Non-Tenured 190 FTE Fall Enrollment 21,157

*Equivalents calculated with following formula: (Original #) / (UW Student enrollment) / (Sample Ave. Student Enrollment)*
The University of Wyoming has a very low student to faculty ratio, and a low student to overall employee ratio. The below box and whiskers charts illustrate UW’s position compared to other universities regarding these ratios.

For student to faculty ratios, UW is dramatically below both our peers and all other public research universities. In 2014, UW employed more faculty per student than all other peer institutions and more than all but 7 other public research universities.

UW employs more non-instructional employees per student than most of other peer universities or public research universities as a whole. This difference is not as large as that between UW and other universities in student to faculty ratios. Overall, UW has more employees per student (fewer students per employees) than most other universities, peer or otherwise.

Source: IPEDS FTE Employee Data 2014
Expenditures on the operation and maintenance (O&M) of the university are ‘hidden’ within their respective functions in the overall budget analysis. At UW, O&M accounted for 5.37% of all expenses in FY2014 ($26.04 million).

UW spends less on O&M than average peer institutions and less than the average public research university, but the proportion of O&M spending at UW was different than many other institutions.

UW spent more than others on O&M for instruction and institutional support and spent less on O&M in auxiliary, student services and academic support functions.

UW’s spending in 2014 per FTE student on O&M was slightly higher than at other universities.

Source: IPEDS Full Time Faculty Salaries and Numbers Data

Source: IPEDS Financial Data 2014
### Operation and Maintenance of Plant Expenditure and Equivalencies

#### % of Budget Areas Dedicated to Operations and Maintenance of Plant

<table>
<thead>
<tr>
<th></th>
<th>Instruction O&amp;M</th>
<th>Research O&amp;M</th>
<th>Public service O&amp;M</th>
<th>Academic support O&amp;M</th>
<th>Student services O&amp;M</th>
<th>Institutional support O&amp;M</th>
<th>Auxiliary O&amp;M</th>
<th>Total O&amp;M</th>
<th>O&amp;M Salaries &amp; Wages</th>
<th>Student FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW</td>
<td>$11.31</td>
<td>$3.98</td>
<td>$2.42</td>
<td>$1.50</td>
<td>$0.75</td>
<td>$3.59</td>
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<td>$26.04</td>
<td>$8.10</td>
<td>10,985</td>
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<td>UW Peers</td>
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<td>$6.68</td>
<td>$43.61</td>
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<tr>
<td>Public Research U.</td>
<td>$17.27</td>
<td>$9.05</td>
<td>$2.85</td>
<td>$5.65</td>
<td>$2.65</td>
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<td>$8.55</td>
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<td>$13.51</td>
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#### Operations and Maintenance of Plant Expenses FY14

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<th>Research O&amp;M</th>
<th>Public service O&amp;M</th>
<th>Academic support O&amp;M</th>
<th>Student services O&amp;M</th>
<th>Institutional support O&amp;M</th>
<th>Auxiliary O&amp;M</th>
<th>Total O&amp;M</th>
<th>O&amp;M Salaries &amp; Wages</th>
<th>Student FTE</th>
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<tbody>
<tr>
<td>UW</td>
<td>$1,029.65</td>
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<td>$348.36</td>
<td>$2,273.21</td>
<td>$634.19</td>
<td>1</td>
</tr>
<tr>
<td>Public Research U.</td>
<td>$816.48</td>
<td>$427.81</td>
<td>$134.63</td>
<td>$267.26</td>
<td>$125.29</td>
<td>$185.37</td>
<td>$403.26</td>
<td>$2,302.71</td>
<td>$638.35</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Operation and Maintenance of Plant Expenses Per FTE

<table>
<thead>
<tr>
<th></th>
<th>Instruction O&amp;M</th>
<th>Research O&amp;M</th>
<th>Public service O&amp;M</th>
<th>Academic support O&amp;M</th>
<th>Student services O&amp;M</th>
<th>Institutional support O&amp;M</th>
<th>Auxiliary O&amp;M</th>
<th>Total O&amp;M</th>
<th>O&amp;M Salaries &amp; Wages</th>
<th>Student FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW</td>
<td>$1,029.65</td>
<td>$362.36</td>
<td>$220.29</td>
<td>$136.80</td>
<td>$68.05</td>
<td>$327.11</td>
<td>$226.18</td>
<td>$3,370.46</td>
<td>$737.24</td>
<td>1</td>
</tr>
<tr>
<td>UW Peers</td>
<td>$744.16</td>
<td>$472.88</td>
<td>$273.68</td>
<td>$170.18</td>
<td>$105.58</td>
<td>$152.78</td>
<td>$348.36</td>
<td>$2,273.21</td>
<td>$634.19</td>
<td>1</td>
</tr>
<tr>
<td>Public Research U.</td>
<td>$816.48</td>
<td>$427.81</td>
<td>$134.63</td>
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<td>$125.29</td>
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<td>$403.26</td>
<td>$2,302.71</td>
<td>$638.35</td>
<td>1</td>
</tr>
</tbody>
</table>
Degree Program Offerings

Below is a comparison of the number of degree offerings at UW compared to peer institutions and all public research universities.

To define degrees offered, Carnegie Institute Classification of Instructional Programs (CIP) Codes were used. These codes use up to six digits to classify instructional programs. Two digit classifications identify broad areas of study – (i.e. Engineering, code 14). Four digit classifications are more descriptive – (i.e. Computer Engineering 14.09). The six digit full codes are the most precise classifications, (i.e. Computer Hardware Engineering 14.0902), but can be difficult to use due to their specificity. Most of the statistics below are based on CIP 4 digit areas of study.

UW appears to offer undergraduate and graduate degrees in roughly the same number of disciplines as our peer institutions, but more than the average public research university. As a cost saving measure, there is some correlation between universities offering degrees in fewer areas and lower instructional costs overall.

Source: Carnegie Classifications of Higher Education 2015
### Definitions

<table>
<thead>
<tr>
<th>Expenses Definitions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction — Total Expenses</strong></td>
<td>The sum of all operating expenses associated with the colleges, schools, departments, and other instructional divisions of the institution and for departmental research and public service that are not separately budgeted. This would include compensation for academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institution's students.</td>
</tr>
<tr>
<td><strong>Research — Total Expenses</strong></td>
<td>The sum of all operating expenses associated with activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. The category includes institutes and research centers and individual and project research. This function does not include non-research sponsored programs (e.g., training programs).</td>
</tr>
<tr>
<td><strong>Public service - Total Expenses</strong></td>
<td>The sum of all operating expenses associated with activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution. Examples are conferences, institutes, general advisory services, reference bureaus, and similar services provided to particular sectors of the community. This function includes expenses for community services, cooperative extension services, and public broadcasting services.</td>
</tr>
<tr>
<td><strong>Student services - Total Expenses</strong></td>
<td>The sum of all operating expenses associated with admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program. Examples include student activities, cultural events, student newspapers, intramural athletics, student organizations, supplemental instruction outside the normal academic program (remedial instruction for example), career guidance, counseling, financial aid administration, and student records.</td>
</tr>
<tr>
<td><strong>Academic support - Total Expenses</strong></td>
<td>The sum of all operating expenses associated with activities and services that support the institution's primary missions of instruction, research, and public service.</td>
</tr>
<tr>
<td><strong>Institutional support - Total Expenses</strong></td>
<td>The sum of all operating expenses associated with the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development.</td>
</tr>
<tr>
<td><strong>Scholarships and Fellowships - Total Expenses</strong></td>
<td>The sum of all operating expenses associated with scholarships and fellowships treated as expenses because the institution incurs an incremental expense in the provision of a good or service. Thus, payments, made to students or third parties in support of the total cost of education are expenses if those payments are made for goods and services not provided by the institution. Examples include payments for services to third parties (including students) for off-campus housing or for the cost of board provided by institutional contract meal plans. The amount of expense in this function is the total of all institutional scholarships reduced by the amount that is classified as discounts and allowances.</td>
</tr>
<tr>
<td><strong>Auxiliary Enterprises - Total Expenses</strong></td>
<td>The sum of all operating expenses associated with essentially self-supporting operations of the institution that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are</td>
</tr>
<tr>
<td>Financial Category</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Independent Operations</td>
<td>Expenses associated with operations that are independent of or unrelated to the primary missions of the institution (i.e., instruction, research, public service) although they may contribute indirectly to the enhancement of these programs. This category is generally limited to expenses of a major federally funded research and development center. Also included are information technology expenses, actual or allocated costs for operation and maintenance of plant, and depreciation related to the independent operations. FASB institutions also charge or allocate interest expense to independent operations. Excluded are expenses of operations owned and managed as investments of the institution's endowment funds.</td>
</tr>
<tr>
<td>Other Expenses and Deductions - Total Expenses</td>
<td>The sum of all operating expenses associated with functions other than those listed previously, i.e., instruction, research, public service, academic support, student services, institutional support, depreciation, scholarships and fellowships, auxiliary enterprises, hospitals, and independent operations.</td>
</tr>
<tr>
<td>Operations and Maintenance of Plant Expenses</td>
<td>The sum of all operating expenses associated with operations established to provide service and maintenance related to campus grounds and facilities used for educational and general purposes.</td>
</tr>
<tr>
<td><strong>Instructional Staff Definitions</strong></td>
<td></td>
</tr>
<tr>
<td>Instructional Staff</td>
<td>An occupational category that consists of the following two functions: 1) &quot;Instruction&quot; only and 2) &quot;Instruction combined with research and/or public service” Excludes medical staff - Staff employed by or staff working in the medical school (Doctor of Medicine [M.D.] and/or Doctor of Osteopathic Medicine [D.O.]) component of a postsecondary institution or in a free standing medical school. Does not include staff employed by or employees working strictly in a hospital associated with a medical school or those who work in health or allied health schools or departments such as dentistry, veterinary medicine, nursing or dental hygiene unless the health or allied health schools or departments are affiliated with (housed in or under the authority of) the medical school.</td>
</tr>
<tr>
<td>Average 9 Month Equivalent Salary</td>
<td>Average salary equated to 9 months of full-time non-medical instructional staff. Derived by multiplying the average weighted monthly salary SAAVMNT for professors (ARANK&gt;=1) by 9.</td>
</tr>
<tr>
<td><strong>Non-Instructional Employment Definitions</strong></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time employees plus 1/3 of part time employee count.</td>
</tr>
<tr>
<td>Research</td>
<td>Research - An occupational category used to classify persons whose specific assignments customarily are made for the purpose of conducting research. Regardless of title, academic rank, or tenure status, these employees formally spend the majority of their time conducting research.</td>
</tr>
<tr>
<td>Public Service</td>
<td>An occupational category used to classify persons whose specific assignments customarily are made for the purpose of carrying out public service activities such as agricultural extension services, clinical services, or continuing education. Regardless of title, academic rank, or tenure status, these employees formally spend the majority of their time carrying out public service activities. (This category includes employees with a public service assignment regardless of the location of the assignment (e.g., in the field rather than on campus).</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
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<td>--------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Other Education Services Staff</td>
<td></td>
</tr>
<tr>
<td>Occupations</td>
<td></td>
</tr>
<tr>
<td>Science Occupations</td>
<td></td>
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<tr>
<td>Athletics</td>
<td></td>
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<tr>
<td>Occupations</td>
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<tr>
<td>Occupations</td>
<td></td>
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<tr>
<td>and Maintenance Occupations</td>
<td></td>
</tr>
<tr>
<td>Material Moving Occupations</td>
<td></td>
</tr>
</tbody>
</table>
The following institutions are the currently proposed institutional peers and the peers selected for use in this document. Peers were selected based on those institution's similarities with the University of Wyoming across 44 variables, which include Carnegie rankings, land grant status, enrollment, faculty make-up and size, research, university endowments, admission's criteria and the prevalence of UW on those institution's peer lists. As calculated in this document, UW near peers and UW aspirational peers are aggregated into one group of 20 institutions.

Near Peers
Utah State University
Oklahoma State University-Main Campus
University of Nevada-Reno
University of Rhode Island
New Mexico State University-Main Campus
University of Idaho
University of Maine
Montana State University
North Dakota State University-Main Campus
South Dakota State University
The University of Montana

Aspirational Peers
Kansas State University
West Virginia University
University of Nebraska-Lincoln
Colorado State University-Fort Collins
Clemson University
Texas Tech University
Washington State University
University of New Mexico-Main Campus
University of Utah

All Public Research Universities
Most of the analysis in this document also compares UW to a set of institutions labeled “All Public Research Universities”. This group is made up of all public higher education institutions in the United States with a Carnegie Classification in 2015 of being a doctoral university with very high, high, or moderate research output. In some cases, some institutions are not included due to data being unavailable or incomplete.
Peer Comparison Data

UW Financial Crisis Advisory Committee
Contents

1. UW Peer institutions ------------------------ pg. 15
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3. Full Time Equivalent Employees --------- pg. 4-7
4. Operation and Maintenance of Plant --- pgs. 8-9
5. Degree Program Offerings --------------- pgs. 10-11
Contents

1. UW Peer institutions ------------------------- pg. 15
2. Total Expenses ------------------------------- pgs. 2-3
3. Full Time Equivalent Employees ---------- pg. 4-7
4. Operation and Maintenance of Plant --- pgs. 8-9
5. Degree Program Offerings ----------------- pgs. 10-11
### Peer Institutions

**Near Peers**
- Utah State University
- Oklahoma State University-Main Campus
- University of Nevada-Reno
- University of Rhode Island
- New Mexico State University-Main Campus
- University of Idaho
- University of Maine
- Montana State University
- North Dakota State University-Main Campus
- South Dakota State University
- The University of Montana

**Aspirational Peers**
- Kansas State University
- West Virginia University
- University of Nebraska-Lincoln
- Colorado State University-Fort Collins
- Clemson University
- Texas Tech University
- Washington State University
- University of New Mexico-Main Campus
- University of Utah
All Public Research Universities

- Public
- Carnegie Classifications:
  - Doctoral Research University – Moderate Research
  - Doctoral Research University – High Research
  - Doctoral Research University – Highest Research
- Number ≈ 192
  - 4 qualifying institutions established/changed after 2006 not included
  - FASB institutions (5) excluded from financial analysis
  - Naval Postgraduate and Air Force Institute of Technology excluded FTE employee analysis
Research

All Public Research U.

UW Peers

UW

Research $141.0
19.38%

Research $82.9
17.09%

Research $149.6
18.48%

Source: IPEDS Financial Data FY14
Public Service

- All Public Research U.
- UW Peers
- UW

Public Service $42.5 8.76%
Public Service $97.1 13.34%
Public Service $52.5 6.48%

Source: IPEDS Financial Data FY14

UW
Student Services, Academic and Institutional Support

- **Institutional Support**: $62.1 million (7.67%)
- **Academic Support**: $79.5 million (9.82%)
- **Student Services**: $38.2 million (4.72%)

**All Public Research U.**
- **Institutional Support**: $47.1 million (6.47%)
- **Academic Support**: $52.4 million (7.21%)
- **Student Services**: $16.9 million (2.38%)

**UW Peers**
- **Institutional Support**: $51.1 million (10.53%)
- **Academic Support**: $38.8 million (8.00%)
- **Student Services**: $33.5 million (6.60%)

**UW**
- **Institutional Support**: $51.1 million (10.53%)
- **Academic Support**: $38.8 million (8.00%)
- **Student Services**: $33.5 million (6.60%)

*Source: IPEDS Financial Data FY14*
Full Time Equivalent Employees
(Instructional & Non-Instructional)
Pages 4-7
Full Time Equivalent Employees

- Construction, Maintenance, Production, Transport & Moving: 4.34%
- Office & Admin Support, Sales, Services: 22.06%
- Healthcare Services: 2.87%
- Community Service, Legal, Arts, Media and Athletics: 5.75%
- Computer Engineering and Science: 9.10%
- Management, Business & Financial Ops: 15.50%
- Libraries, Archival, Student & Academic Affairs, Other Ed. Services: 5.07%
- Instruction, Research and Public Service: 35.32%
- UW: 33.86%
- UW Peers: 6.99%
- All Public Research U.: 5.70%

Legend:
- UW: University of Wyoming
- UW Peers: UW Peers
- All Public Research U.: All Public Research Universities
Community Service, Legal, Arts, Media & Athletics

- All Public Research U.: 7.44%
- UW Peers: 5.73%
- UW: 5.75%

Community Service, Legal, Arts, Media and Athletics
Operation and Maintenance of Plant
Pages 8-9
Operation and Maintenance of Plant

- Auxiliary enterprises O&M: 17.09%
- Institutional support O&M: 7.85%
- Student services O&M: 5.31%
- Academic support O&M: 11.32%
- Public service O&M: 5.70%
- Public Research U.: 6.02%
- UW Peers: 5.99%
- UW: 34.60%
- Instruction O&M: 43.44%
- Research O&M: 18.13%

O&M as % of Total Expenses

<table>
<thead>
<tr>
<th></th>
<th>UW</th>
<th>UW Peers</th>
<th>Public Research U.</th>
</tr>
</thead>
<tbody>
<tr>
<td>O&amp;M</td>
<td>5.37%</td>
<td>5.99%</td>
<td>6.02%</td>
</tr>
</tbody>
</table>

Source: IPEDS Financial Data
Thank You!

Any Questions?
Financial Crisis Advisory Committee’s
Charge to Develop Division Reduction Plans
Approved by the FCAC on Tuesday, July 19, 2016

In the June 30, 2016 charge to the Financial Crisis Advisory Committee, President Nichols stated “I have specified a strategy that I am pursuing to address reductions to the University budget for Fiscal Year 2017. The precise fiscal effects of those efforts will be finalized in the coming months. As I have stated, given the extremely short period of time to address the budget reductions, the FY 2017 budget will not reflect the ongoing impact of the budget reductions. The University will still need to identify approximately $10 Million in Section I funds to address the budget shortfall for FY 2018.”

“The reductions are a result of a drop in the university’s state block grant, driven by Wyoming’s economic downturn and loss of state governmental revenue. For the biennium that began July 1, UW faces a loss of nearly $41 million in state funding.” (UW News report from July 13, 2016)

President Nichols, after her meeting with the Trustees on Wednesday July 13 stated, as reported in this same UW News story, “… there is uncertainty regarding the savings to be realized from the standardized teaching load, and that the retirement and separation incentive might not generate as much as had been estimated. Based upon that information -- and the possibility that further losses of state funding are possible -- the FCAC voted to pursue cuts totaling $15 million for the 2018 fiscal year, rather than an initial estimate of $10 million. The additional reduction also could allow for flexibility in advancing specific university priorities.”

Continuing from the UW News story, as a consequence, “the committee (FCAC) recommended these reductions from FY 2017 levels for FY 2018: Academic Affairs, $9.5 million; Division of Administration, $1.5 million; Athletics, $1.2 million; Information Technology, $1.0 million; Students Affairs, $970,000; Office of General Counsel, $215,000; President’s Office, $190,000; UW Foundation, $175,000; Office of Research and Economic Development, $150,000; and Governmental and Community Affairs, $100,000.” In essence, these reductions represent an across the board distribution of the entire University-wide $15 million reduction to the FY 2018 Section I budget.

Each of these divisions of the University is charged with developing a plan to meet their target reduction in the FY 2018 Budget by the date indicated in Section A below. To assist each division, we have provided some definitions, Section B, and some guidelines for plan development, Section C.
A. University Divisions and Target Reductions

Group 1 – Monday, September 12

- General Counsel/Risk/EHS/EEO: $215,000
- Governmental and Community Affairs: $100,000
- President’s Office: $190,000
- UW Foundation: $175,000

Group 2 – Monday, September 19

- Athletics: $1,200,000
- Information Technology: $1,000,000
- Research and Economic Development: $150,000
- Student Affairs: $970,000

Group 3 – Monday, September 26

- Academic Affairs (Instruction, Academic Support): $9,500,000
- Administration¹: $1,500,000
  - Fiscal Administration
  - Operational Administration

Total: $15,000,000

B. Definitions

Academic Unit is an academic college, academic department, or academic program whose mission is predominately teaching, research, and/or service to the State or community.

Administrator is an at-will leadership position whose duties and responsibilities involve management and direction of the University, or a major division or department of the University.

Department Head/Program Director is a faculty member whose job description identifies administrative responsibilities for major service assignments within a program, department, or college.

Nonacademic unit is a separate entity with no academic instructional activities or responsibilities, but supports the University’s broad mission and consists of at least one administrative leadership position.

Reduction is the general process of capturing revenue as a result of reducing funds or from consolidation, reduction, and elimination of programs within academic and nonacademic units.

C. Guidelines

¹ Allocation of the reduction between these two units will be determined by Vice President William Mai.
1. A minimum of 65% must be proposed from reduction.
2. A maximum of 35% can be proposed from alternative or new revenue (Section II, Section III, Outreach, Foundation, Fees, etc.) Note: Only existing fees or those endorsed by the Revenue Enhancement Committee can be used. The use of alternative revenue should not be viewed as a one-time replacement, but rather as a permanent replacement with an on-going expectation. A separate group, the Revenue Enhancement Committee, has been established to examine the Fees and Fee Structure at the University. Alternative or new revenue must be realized or the unaccounted for portion will be added to the reduction (III.A) at the end of FY18.
3. Proposed reductions can come from consolidations, reductions in service, or eliminations. All unit consolidations or eliminations must be fully justified.
4. All administrative personnel should be involved in the construction of the area plan within their unit.
5. In general, administrative positions should be kept to an absolute minimum, and whenever possible, administrative positions should be 9-month appointments.
6. No unit smaller than 10 employees may be retained without a compelling justification.
7. All proposed consolidations, reductions, and eliminations should observe the following priorities:
   a. Maintenance of units/programs central to the University’s primary mission—“to promote learning”—before units/programs peripheral to the University mission.
   b. Elimination of excess capacity before core programmatic changes.
   c. Management costs before the costs associated with the delivery of services.
8. For academic units, proposed consolidations, reductions, and eliminations should take into account academic program reviews currently being conducted, when appropriate.
9. Proposals to eliminate an Academic Unit should include:
   a. An explanation for why its elimination is necessary to preserve the integrity of the larger unit of which it is part.
   b. An explanation for what harm would result from retaining the unit.
10. In general, academic department heads/program directors should have some minimum teaching responsibility.