THE UNIVERSITY OF WYOMING
FINANCIAL CRISIS ADVISORY COMMITTEE
MINUTES OF THE COMMITTEE

Friday, July 8, 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. Student Affairs Nonacademic Program Review Process [Presentation by Vice
     President for Student Affairs Sara Axelson].................................................................1
  II. Executive Session ..............................................................................................................2
Adjournment ....................................................................................................................................2
Attachments .....................................................................................................................................3
Call to Order
Chair Steve Bieber called the meeting to order at 12:06 p.m.

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

Dr. Cawley moved to approve the minutes from July 1, 2016 and July 5, 2016, as presented. Mr. Defebaugh seconded. All committee members were in favor; the motion passed unanimously.

Public Session
Student Affairs Nonacademic Program Review Process
Vice President for Student Affairs Sara Axelson shared the program review process within Student Affairs with the committee and provided a packet of information [see attachment A]. She outlined the organization of the division of Student Affairs, which largely groups into three “clusters.” She explained each of the three clusters and the leaders in each area, noting that there were a total of 415 full and part-time employees in Students Affairs. Vice President Axelson stated that there were currently 84 openings in the 415 positions and that some of the positions were only for the academic year, in order to maximize resources. She shared the budget information of Student Affairs, including sections I, II, and III funds, and how each of those funds were generated and what they were used for.

Vice President Axelson next discussed the timeline for unit reviews within Student Affairs. She noted that those had been done regularly in the past, but had not been done in recent years. Vice President Axelson noted that directors were working with everyone in their units to develop those plans and create buy-in from employees. She stated that the reviews would be completed by July 26, 2016, and that one of the reviews for the Center for Advising and Career Services was already completed. Vice President Axelson noted that they would look for efficiencies within Student Affairs and across the three cluster areas. She stated that the Student Affairs’ leadership team would meet on August 2, 2016, to begin strategic planning with options such as consolidating and streamlining considered. Vice President Axelson discussed the progress being made on fall enrollment and the reorganization that was already taking place within Student Affairs in order to save funds. She shared other ways Student Affairs was already saving funds, such as making more admissions material available online and printing less, adjusting the fee structure (Section II funds) to offset cuts in Section I funds, working to coordinate efforts of UW admissions officers with Outreach School enrollment officers, a better advising model on campus, using shared business services units, and working with Academic Affairs to increase student retention.
Vice President Axelson reviewed the budget reduction principles outlined by UW President Nichols. She reviewed the funds already cut from Student Affairs, such as scholarship reductions and reductions from reserve accounts. She noted that there would be no further reductions to scholarships.

Dr. Sprague thanked Vice President Axelson for undergoing program reviews and sharing the process with the committee. He asked if Vice President Axelson would be willing to share the amount of funding already cut from Student Affairs, as she had explained. She proceeded to share the information with the committee [see attachment B].

Vice President Jones also thanked Vice President Axelson and asked her what she would eliminate, if needed. Vice President Axelson responded that the units funded by Section I funds, like the Office of Admissions, the Office of the Registrar, and the Dean of Students, were all essential to the core mission. She noted that student engagement services were also important because if students did not engage on campus, they would not be retained by UW, causing UW to lose additional revenue. She further discussed differences in funding between Section I, II, and III, and options for reallocating funds.

There was further discussion on the timeline for Student Affairs program reviews, and how, though a tight timeline, Student Affairs would be able to complete reviews by August.

**Executive Session**
Chair Bieber noted that the committee would transition into executive session. As UW President Nichols was not present, the committee would discuss recommendations in executive session, and those recommendations would be reviewed by UW President Nichols over the weekend and be made public at the next committee meeting on Tuesday, July 12, 2016. Mr. Defebaugh moved that the committee enter executive session. Dr. Cawley seconded. All committee members were in favor; the motion passed unanimously. The committee entered executive session at 12:48 p.m. and remained in executive session until 2:09 p.m.

**Adjournment**
The committee re-entered public session at 2:09 p.m. Dr. Cawley moved that the committee adjourn the meeting. Mr. Defebaugh seconded. The committee adjourned at 2:09 p.m.

Respectfully submitted,

Laura Shevling
Senior Administrative Assistant
Division of Student Affairs
Organizational Chart

Sara Axelson
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Mission Statement

TO SUPPORT STUDENTS IN:
Access, Development, Success, and Completion

Strategic Goals

1. Expand student recruiting and access.
2. Coordinate and expand student success and completion strategies.
3. Coordinate and expand student health and wellness.
4. Promote and provide opportunities for alumni and parent engagement.
5. Provide facilities supporting student access and learning.

Guiding Principles

CONNECT
- Student Pipeline to College, Diversity, and Engagement

CONTINUE
- Academic Progress, Personal Growth, and Development

COMPLETE
- Graduation, Careers, and Lifelong Loyalty

COLLABORATE
- Strategic Partnerships

Vision Statement

STUDENTS FIRST:
Poised for Achievement, Empowered for Life!
### DIVISION OF STUDENT AFFAIRS

**Vice President for Student Affairs**  
408 Old Main  
Dept. 3066  
Phone: 766-5123  
Fax: 766-3296  
www.uwyo.edu/studentaff

- Guide development and implementation of student service planning and policies;  
- Manage college access grant;  
- Provide counseling services;  
- Budget and personnel management;  
- Family Weekend coordination;  
- Parent organization direction, assessment, division publications and Student Affairs e-News;  
- Staff development, research, and representation to central administration and external entities.

**Associated Students of the University of Wyoming (ASUW)**  
202 Wyoming Union  
Dept. 3623  
Phone: 766-3204  
Fax: 766-3762  
www.uwyo.edu/asuw

- Offer services to all fee-paying students through ASTEC (technical services), activities, business office services, Freshman Senate, Nontraditional Student Council, ASUW Student Legal Services, United Multicultural Council, Student Fee Committee, and Child Care Scholarships, plus the executive, legislative, and judicial branches of student government.

**Cowboy Parents**  
214 S. 14th Street  
Phone: 766-4166  
Fax: 766-6823  
www.uwyo.edu/alumni

- Provide a connection and information conduit between UW and the students’ families;  
- Offer UW a parent’s perspective;  
- Offer student support services such as the Wyoming Parent e-newsletter, Handbook for Parents on the Web, Student Emergency Fund, Parent Orientation sessions, Family Weekend coordination, and the “Each Student-A-Person” award.

**Office of Alumni Relations**  
214 S. 14th Street  
Phone: 766-4166  
Fax: 766-6824  
www.uwyo.edu/alumni

- Connect with and engage alumni in University of Wyoming activities and coordinate alumni and volunteer recognition programs and events, alumni social events, Homecoming activities, the UW specialty license plate program, Wyo-Gold Student Alumni Association, Wyo Alumni on-line community, and alumni scholarship fund-raising and selection efforts.

### Dean of Students, Health & Wellness Cluster

**Dean of Students Office**  
128 Knight Hall  
Dept. 3133  
Main Office: Phone: 766-3296  
Fax: 766-6193

- Multicultural Affairs: Fax: 766-6463
- Multicultural Resource Center: 766-3478
- Nontraditional Student Center: 766-6238
- Women’s Center: 766-6279
- STOP Violence Program: 766-6908
- Veterans Services Center: 766-6990
- Student Media and Graphic Design Services: 766-6190
- www.uwyo.edu/dos

**Campus Recreation**  
Half Acre Gymnasium  
Dept. 3604  
Phone: 766-3370  
Fax: 766-8700  
www.uwyo.edu/rec

- Provide recreational opportunities to a diverse campus community that enhance the learning and workplace environment and promote mental and physical health via quality facilities, equipment, and programs including open recreation, intramural sports, club sports, and the outdoor program that offers trips and bicycle and equipment rentals.
<table>
<thead>
<tr>
<th>Student Health Service</th>
<th>Student Health Building</th>
<th>Dept. 3068</th>
<th>Offer medical clinical diagnostic and treatment services for acute and chronic illnesses and injuries; surgical procedures; medical management of emotional disorders; a full service laboratory and pharmacy; nutrition counseling; and preventive health services including immunizations, women’s and men’s health services, physical exams, and HIV and other STD testing and treatment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Admissions</td>
<td>150 Knight Hall</td>
<td>Dept. 3435</td>
<td>Identify, attract, and admit new undergraduate and graduate students; assist prospective students, parents, and counselors by providing information about admission and residency policies and degree offerings; plan and host Discovery Days, Campus Pass Days, and new and transfer student orientations; schedule campus visits for prospective students; coordinate admission and retention efforts for international students; manage the National Student Exchange.</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>167 Knight Hall</td>
<td>Dept. 3964</td>
<td>Assist with registration for classes, academic transcripts, mid-term and final grades, final exam schedules, electronic Class Schedule and University Catalog production, academic probation and suspension rules, drops and withdrawals from classes, requests for exceptions to policies, undergraduate and graduate degree audits, transfer credit evaluations, enrollment verifications, FERPA matters, and WyoWeb information system interface, authorize graduate student optional fee package purchase.</td>
</tr>
<tr>
<td>Student Educational Opportunity</td>
<td>330 Knight Hall</td>
<td>Dept. 3808</td>
<td>Coordinate eight federally-funded projects (Educational Opportunity Centers, Student Success Services, Upward Bound, Upward Bound Math/Science, McNair Scholars Program, GEAR UP Wyoming, and Wyoming College Access Challenge Grant) to serve under-represented populations and enhance opportunities for student success at the secondary, post-secondary, and graduate levels of education; coordinate services to students and visitors with disabilities through University Disability Support Services.</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>174 Knight Hall</td>
<td>Dept. 3335</td>
<td>Coordinate scholarships, grants, loans, and work-study jobs; advise students and families on financial aid processes, eligibility, calculating financial need, and managing budgets; assist with veterans’ benefits and aid for students enrolled at more than one institution.</td>
</tr>
<tr>
<td>Residence Life/Dining Services</td>
<td>Washakie Center, Lower Level</td>
<td>Dept. 3394</td>
<td>Provide and environment to support students’ success through six residence halls and four apartment complexes; provide activities and programs to encourage student involvement, personal growth, and academic success; host summer conferences and camps. Provide environment to support students’ and guests’ success and entering enjoyment through a variety of food options including a central dining hall (Washakie Dining Center), and food service venues in Ross Hall, Coe Library, the Classroom Building, and the Wyoming Union; offer catering services to the campus.</td>
</tr>
<tr>
<td>Wyoming Union</td>
<td>Info Desk: 766-3160</td>
<td>Dept. 3105</td>
<td>The “living” room of campus. Provide meeting rooms, dining options, lounges, information and ticket office. Coordinate recreational/educational activities through the Student Activities Council (SAC), Friday Night Fever (FNF), Concerts &amp; Conversations (C&amp;C), and Virtual &amp; Cultural Arts (VCA) committees. Provide support for student organizations. Offer leadership and service opportunities through Service Leadership and Community Development (SLCD), such as alternative breaks, volunteer service days, and leadership development programs. Home to the University Store, Copy Center, Multicultural Resource Center, Nontraditional Students Center, Women’s Center, Rainbow Resource Center, ASUW student government, ASTECT technical services, Student Media, and a computer lab.</td>
</tr>
</tbody>
</table>
### Mission Statement

**TO SUPPORT STUDENTS IN:**
**Access, Development, Success, and Completion**

### Strategic Goals

1. Expand student recruiting and access.
2. Coordinate and expand student success and completion strategies.
3. Coordinate and expand student health and wellness.
4. Promote and provide opportunities for alumni and parent engagement.
5. Provide facilities supporting student access and learning.

### Guiding Principles

- **CONNECT**
  - Student Pipeline to College, Diversity, and Engagement
- **CONTINUE**
  - Academic Progress, Personal Growth, and Development
- **COMPLETE**
  - Graduation, Careers, and Lifelong Loyalty
- **COLLABORATE**
  - Strategic Partnerships

### Vision Statement

**STUDENT'S FIRST:**
**Poised for Achievement, Empowered for Life!**
Division of Student Affairs 2015-2020 Plan

Current Status
In keeping with the call for excellence across the university, the Division of Student Affairs serves to support students in access, development, success, and completion. Its 330 full-time benefitted employees touch students’ lives at every stage from pre-enrollment through postgraduate support with clusters as varied as Health and Wellness (Campus Recreation, Dean of Students, Student Health Service, and University Counseling Center); Residence Life, Dining, and the Wyoming Union; and Enrollment Management (Admissions, Advising and Career Services, Student Educational Opportunity, Student Financial Aid, and the Registrar’s Office) plus ASUW Student Government and Alumni Relations including Cowboy Parents. The guiding principles of the division are Connect, Continue, Complete, and Collaborate, which together offer a comprehensive vision for the division’s interface with students. As a land grant institution, UW has the opportunity and responsibility to serve all the citizens in the state and Student Affairs is active in building the pipeline to college, promoting the university to prospective students, and ensuring affordability to all students including underserved and at-risk. The goal is to develop in students the life skills they need to be successful through the course of their degree and beyond as prepared global citizens. As a flagship research institution, UW requires a critical mass of thoughtful, academically-prepared students able to engage in learning and research. Student Affairs is charged to recruit and support students through the entirety of their educational endeavor and beyond through engagement as alumni.

Students first; poised for achievement, empowered for life!

Each programmatic goal and benefit listed below centers around the three themes for the planning period:

- Students leaving UW will be prepared to compete and succeed in a global economy, and believe that there are no limits to what they can learn and do.
- UW will achieve measurable and improving excellence in academics (teaching, research, graduate degrees, and creation of new knowledge) in its defined areas of academic distinction.
- UW will steadily improve its statewide engagement, to further the well-being of citizens across the state in defined and measurable ways.

Every unit in the division has completed a detailed strategic plan for direction in the coming six years; the highlights are detailed here along with the funding necessary to achieve each goal.

1 See the supplemental organizational chart.
2 See the supplemental financial statement.
Major Programmatic Goals and Benefits
Over the course of the planning period, major initiatives are in development for student recruiting, student retention, outdoor leadership, alumni and parent engagement, infrastructure maintenance and construction, fostering health and wellness, and respecting and promoting diversity. In addition this plan will describe the associated resource development, assessment and learning outcomes, and timeline for completion. Each programmatic goal is tied directly to the strategic goals of the division: expand student recruiting and access, coordinate and expand student success and completion strategies, coordinate and expand student health and wellness, promote and provide opportunities for alumni and parent engagement, and provide facilities supporting student access and learning. In addition to growing the freshman class and improving fall-to-fall retention, 2% more graduates will be produced annually starting in 2017 as a Complete College Wyoming initiative. These goals can be achieved through partnership and collaboration with our colleagues across the university, careful evaluation of data leading to targeted strategy, grounding actions in best practice research, ensuring a state-of-the-art web presence with timely navigable information available to all constituents, coordinating closely with k-12 and community colleges, and engaging in learning-outcome based assessment to ensure student growth and development as a result of leadership experiences in and out of the classroom: features at the core of our expansionary mission. UW will strengthen its mission of access while recognizing the support required in assisting students translate access into success.

Student Recruiting
Bringing in the class- a large, diverse group of students from Wyoming, the nation, and the world who are well-prepared to succeed at the university- is critical for the recruitment and retention goals through 2020.
1) The Admissions Office intends to grow the freshman class 3% annually.
   a) To maintain the admitted student to admission representative ratio of 800:1 two additional staff plus associated support budgets are required ($150,000); two additional processing staff are also needed given the current ratio of 1000:1 applications to processor ratio ($90,000).
   b) Partner with the University Tier One Initiative - Engineering and Science task force representatives to ensure the broadest base of talented students with STEM capability choosing UW, including women and minority students.
      i) With Research and Economic Development, create programs to communicate to prospective students that UW is a public institution with opportunities for mentored undergraduate research experiences comparable to the best private liberal arts institutions.
   c) Associated sub-goals include:
      i) actively promote UW opportunities to veteran students,

\(^3\) CCW is Governor Mead’s initiative in alignment with Complete College America to increase access, persistence and completion in higher education.
ii) increase university prospective student visits by 5%,
iii) enhance technological reporting to facilitate strategic analysis of data, and
iv) further partnerships with Information Technology to optimize data resources and expand reporting capacity.

2) Admissions’ International Students and Scholars unit plays a pivotal role for recruitment and retention of international students, whose presence on campus enhances our global mission. Expanding the internationalization of the campus provides opportunities for success to students all over the world and benefits domestic students through association with leaders from all over the globe.
   a) Conduct an opportunity review of the Student Affairs role and programs in internationalization to ensure that maximum opportunity is achieved.
   b) The development of an English Language Center (ELC) to build the pipeline for pre-TOEFL students is critical to realistic international growth associated with the 3% overall recruiting goal and to support students and faculty already at UW for post-TOEFL English language support.

3) Student Financial Aid (SFA) assists students in acquiring the financial resources necessary for taking full advantage of the learning environment, and counsels on the rights and responsibilities associated with each type of scholarship and aid.
   a) To best recruit the incoming class, a scholarship restructuring to align goals and outcomes with awarding is planned. Significant resources will be necessary to continue to recruit students given the enrollment goals ($2.5 million).
   b) SFA will provide oversight to expand and revise the existing scholarship portfolio of Foundation awards associated with academic excellence.
   c) Continued attention to the changing federal and statewide policy landscape is critical to ensure that dollars are being spent in the most impactful way for student recruitment as well as retention.
   d) Offer designated scholarship support to veteran students.

4) The Wyoming Access Challenge Grant, housed under Student Educational Opportunity, builds the pipeline of high school students with college aspirations in the state by housing recent college graduate advisors in high schools across Wyoming. Students, schools, and citizens throughout Wyoming will benefit from efforts to enhance the pipeline to college via interventions resulting in more highly capable high school graduates in the state. To develop and expand this vibrant partnership with the secondary school system in Wyoming, UW will:
   a) pursue state funding to expand provisions of a near peer college advisor in each district of Wyoming and continue the existing work after the federal grant expires in 2015,
   b) support a near peer model for the seven community colleges, and
   c) grow the wyo4ed.org website to promote college going in Wyoming.
Student Retention

Serving students throughout their college career is critical to assist them to persist and graduate. Providing the best service possible, offering personal connections throughout the undergraduate experience and grounding initiatives in data-supported best practice is essential to improving freshman fall-to-fall retention and promoting persistence at every level.

5) The Center for Advising and Career Services (CACS) offers advising for undeclared students, career counseling, career services, administration of national admission and licensing tests, and coordination of transfer services.

a) In partnership with LeaRN, CACS will oversee the STEP retention initiatives to be developed and implemented as funding allows over the planning period. Major projects include ($850,000, including $250,000 from tuition funds):

i) encourage colleges to complete 4 year academic plans and pathways and 2+2 academic plans for transfer students,

ii) broaden the opportunities for free tutoring and supplemental instruction,

iii) provide intrusive advising, support and mentorship for academic, personal, and financial student concerns,

iv) promote leadership development through student government, fraternity and sorority life, Outdoor Programs, Club Sports, etc.,

v) deliver data-driven targeted support, and

vi) continue development of the Cowboy Connect new student transition weekend programming (formerly Summit).

b) Engage with the Outreach School to ensure that students taking classes through Outreach are supported through persistence and completion with appropriate student services.

c) Broadly, continued career support (as it pertains to the University Tier One initiative) will increase demand for career services, outcomes-based assessment of tracking postgraduate success detailed, and a coordinated university-wide career services delivery with a common platform for interview scheduling will be implemented; additional staff will be required ($100,000).

d) Potential college entry requirements as enacted by the College of Education will increase demand for undeclared advising and change of major support.

e) The Testing Center will see increased demands and exams shift towards computer administration ($100,000).

f) CACS will be integral to the development and collaboratively represents the units within the division for a freshman and transfer first-year experience and serve a role in the assessment of the freshman year seminar course.

g) CACS will engage with the State Longitudinal Data System project, funded by the Wyoming Legislature and administered through the State of Wyoming, to track students from primary school through the workforce, providing UW with data on educational outcomes as well as inputs.
6) The Registrar’s Office provides effective academic support services to students as well as faculty, staff, and alumni with accuracy and integrity, serving as a liaison to support students in achieving their academic goals through such services as course registration and academic records, transfer credit evaluation, and awarding degrees.
   a) To enhance retention, targeted, personal, and timely communication to students and advisors will be managed through a comprehensive communication plan.
   b) Early alert and midterm grading plus the associated report generation will be enhanced as a tool for pro-active student feedback, requiring faculty and advisors as partners to ensure a broad reach.
   c) Degree Works software will allow students to better monitor their degree progress.
   d) The Registrar will serve a prominent role in support for the articulation of courses, degree programs and ease of student transition from the Wyoming community colleges and higher education institutions outside of Wyoming to UW.
   e) Work with Academic Affairs and K-12 to refine the awarding of credit for high school Advanced Placement courses and International Baccalaureate programs.
7) To safeguard that continuing students have the maximum opportunity to fund their education, Student Financial Aid works to ensure education and compliance for all aid-related regulations.
   a) SPA will improve Satisfactory Academic Progress advising for students and university advisors to ensure students retain and graduate with interventions intended to retain eligibility for federal aid.
   b) A university-wide coordinated effort will be spearheaded to identify students who are enrolled and otherwise eligible for federal funds and assist with FAFSA completion and other scholarship aid.
   c) SPA will expand communication and outreach to students and units throughout the university to optimize scholarship and student aid resources.
   d) Continue efforts for financial literacy in collaboration with the Division of Administration and the Associated Students of the University of Wyoming (ASUW).
8) Student Educational Opportunity provides services via a variety of programs which emphasize pipeline to college development, access, persistence, success, completion, and graduate school promotion for socioeconomically disadvantaged and underprepared students, including low-income, first generation students, and students with disabilities through grant-funded Student Success Services, McNair, Education Opportunity Centers, Upward Bound and Math Science Initiative, GEAR-UP, and the Challenge Access Grant.
   a) Key strategies are personal relationship building, assessment of student needs and gaps, intrusive and intentional service provision, financial literacy education, and university engagement measured with federally-mandated objectives, appropriate benchmarks, and graduation rates.
   b) Staffing around the state of Wyoming extends services regionally and provides service delivery to citizens throughout Wyoming.
Division of Student Affairs 2015-2020 Plan

- Through partnership with UW Outreach School, GEAR-UP is developing a summer bridge program to support at-risk students.
- University Disability Support Services meets UW’s legal obligations to ensure equal access for students with disabilities, which will require increased funding, space, and staffing to meet projected demand.
- McNair, which provides PhD aspirational services to undergraduate students from disadvantaged and underrepresented populations, offers specific support for conducting research, graduate school preparation, and engagement within the scientific community measured with competitive entry into graduate school.

9) The Wyoming Union fosters a sense of community by providing quality programs, services, and facilities that promote development, embrace diversity, and cultivate loyalty.
   a) Maximize space utilization by reviewing benchmarks, identifying needs, conducting focus groups, and exploring expansion potential to support enrollment goals, including upgrades to the lower and third levels.
   b) Programmatically, offer more alternative breaks, increase leadership development, and community engagement to foster student involvement.

10) The Dean of Students offers student-centered initiatives that meet the expanding needs of a diverse student body by providing assistance, training, and education for individual students, student groups, and the university community to help students succeed academically, develop personally, and become contributing and engaged members of our university and community.
   a) Assist students with transitions throughout their college career via scholarship establishment through potential donors, minority support personnel addition ($50,000), student conduct support personnel addition ($60,000), off-university student services ($2,000), conflict management center development ($5,000), student professional development ($5,000), and media literacy ($3,000).
   b) Develop, promote, and enhance an environment that supports student development, stakeholder engagement, conversation, and mentorship by undertaking a baseline assessment for the STOP Violence program, conducting annual crisis management trainings ($500), increasing collaboration ($5,000), enhancing marketing efforts ($12,000), plus refining assessment ($1,000), risk management ($1,000), and grant writing ($10,000).
   c) Expand Veterans Services to support the increasing number of veterans choosing UW.
   d) In collaboration with the Wyoming Union, pursue a leadership minor with interested UW colleges.

11) Residence Life and Dining plays a critical role particularly in freshman fall-to-fall retention, though they serve in retention efforts for a wide variety of constituents through sophomore floors, family apartments, and university dining.
   a) An inclusive living and dining environment featuring a healthy and memorable educational setting which cultivates academic and personal growth with a focus on engagement, diversity, sustainability, wellness, safety, and security is critical.
b) Enhancements planned are
   i) proposed plans to possibly replace residence halls and dining facilities,
   ii) gender-inclusive housing,
   iii) greater options for both new and returning sophomore students, including a
       comprehensive plan for live-in sophomore housing.
   c) Timely assessment administration as well as application numbers combined with
       retention and academic data will guide programming.

12) Campus Recreation will expand programs and services with the renovated Half Acre
    Recreation and Wellness Center including wellness, intramural, club sports, and overall
    fitness opportunities.
    a) Expand Club Sports as an important and effective student retention experience.
    b) Improve existing outdoor facilities to provide high quality, safe outdoor recreational
       spaces with appropriate lighting and storage ($500,000). This includes fields
       administered directly as well as those jointly managed with the City of Laramie and UW
       Athletics.
    c) In collaboration with UW Athletics, explore the option of providing a premier
       competition level turf field ($1 million).

Outdoor Leadership
13) To expand and promote Outdoor Programs as an area of distinction for UW, Campus
    Recreation will provide a wide range of inclusive, safe, and reasonably priced outdoor
    programs and services.
    a) Explore the possibility of an academic minor in Outdoor Leadership and expand outdoor
       orientation opportunities for incoming students to further the integration with the
       academic mission of the university ($100,000).

Alumni & Parent Engagement
14) The University Alumni Association, together with Cowboy Parents, represents a strategic
    partnership for fostering the belief, “Student Today, Cowboy Forever,” and provides valuable
    feedback, services, and a giving opportunity to constituents around the state and nation as
    detailed in their separate University of Wyoming Alumni Association 2015-20 Strategic Plan.
    a) Alumni Relations and Cowboy Parents will continue broad outreach to the citizens of
       Wyoming in promotion of the University through the license plate program, scholarship
       program development and fund/friend raising to support the university.
    b) Interface closely with Admissions, Career Services and the colleges to participate and
       help support student recruiting and retention initiatives.
    c) The Center for Advising and Career Services and Alumni Relations are working to
       develop alumni career services and identify resources to provide expanded services for
       graduates ($75,000).
Infrastructure, Maintenance and Construction
15) Develop a master housing plan proposal to possibly replace the Residence Halls and obtaining funding. The initial step will be the issuance of a Request for Proposal for student housing due in October of 2014.
16) STEP retention services need a space prominent in students’ use of the university, where students can access support and tutoring in a central location ($350,000).
17) Admissions’ Recruiting and Pre-College and Student Visits will transition to the Gateway Center, as will some of the career offerings from the Center for Advising and Career Services and Alumni offices. Relocation to the Gateway will provide tremendous opportunities to showcase the university and the functions of these units.
18) To promote holistic wellness via quality facilities, equipment, and programs, Half Acre Recreation and Wellness Center will be completed in 2015 utilizing $27 million currently allocated for the project.
19) A study will be undertaken on co-locating critical student services in a newly constructed student services facility.

Fostering Health and Wellness
20) The renovation of Half Acre provide an opportunity to better meet the needs of UW students through provision of a holistic Wellness Center with a coordinator, administrative staff, graduate assistants, and health educator ($230,000).
   a) Half Acre also requires a fitness coordinator to meet the needs of the growing group fitness program.
   b) Campus Recreation will administer a high-quality, model university wellness facility dependent on current issues, expanded offerings, and wellness needs with the opportunity for collaboration with academic programs such as Family and Consumer Sciences and Kinesiology and Health Promotion.
21) Student Health Service will support wellness initiatives and
   a) supervise athletic trainers,
   b) expand online student health infrastructure,
   c) implement a new operational system for the Pharmacy compatible with Medicate software ($50,000),
   d) offer extended hours until 6 pm two days a week,
   e) expand service offerings to LCCC and ELC student groups,
   f) explore the feasibility of an insurance billing system, including hiring a representative,
   g) and collaborate with UW Athletics to hire a sports medicine physician.
22) University Counseling Center and AWARE will address mental health needs at the university and support student retention through consultation and outreach to the community regarding mental health issues and services, clinical and intervention services to students, and professional training to graduate students in an environment which values diversity.
   a) Hiring a graduate assistant ($22,000) to support services.
b) Collaborate with the Wellness Center as presentations and coalitions are expanded and intake and assessment technology is improved ($1,500).

23) Dining Services will continue to innovate in meeting the food and beverage needs of the university community.
   a) Dining will develop an allergen-friendly dining station in Washakie to address concerns regarding gluten, nuts, shellfish, soy, dairy, and eggs.
      i) In addition to the construction costs for designing the station, administrative support and two additional cooks would be required.
   b) Additionally, the dining options in the Union will be updated including a physical redesign for Panda Express, Rolling Mill, and the Gardens.
   c) Catering is prepared to support university needs as they evolve.

Respecting and Promoting Diversity
24) A diverse university community benefits everyone and is served though
   a) commitment to employee recruiting,
   b) focused recruiting of a diversity student body,
   c) conducting a university climate study, and
   d) developing a university wide student and employee recruiting and retention plan for diverse populations.

25) Multicultural Affairs in the Dean of Students Office will be a critical partner in STEP retention efforts in delivery of intrusive advising and support to students of color.
   a) Meeting with all students of color admitted with support during the first three weeks of class will allow staff an opportunity to offer ongoing guidance in support of persistence.

26) Enhanced campus globalization through the International Students and Scholars Office will provide opportunities for a wide variety of diverse cultural interactions.

27) Expand diversity training across the division including student organizations.

Resource Development
To attain resources to meet fiscal needs, the Student Affairs Division will identify potential new sources of Section 1 and Section 2 funding and pursue grant funding. Where possible, reallocation will be considered. Student Affairs will partner with the Foundation to promote giving opportunities related to:

- Scholarships for students
- STEP retention services: innovative student programming and support
- Outdoor leadership
- Empowering the nontraditional learner
- Cultivating a global perspective
- Promoting political and cultural leadership
Assessment and Learning Outcomes
As each initiative is undertaken, a critical focus will be placed on tracking and assessing Student Affairs’ quality improvement in student support and learning outcomes. Through interactions with our division, students will:
- learn about making healthy lifestyle choices
- learn to appreciate individual differences and similarities
- develop skills to think objectively and critically
- learn personal responsibility
- gain greater self-understanding
- learn to communicate effectively
- develop citizenship skills
- enhance their feelings of engagement, belonging, and loyalty

Timeline for Completion
Each unit in the division has a detailed plan for visioning success in each initiative outlined, along with detailed metrics to ensure formative and summative assessment directives are met throughout. Many initiatives are both intertwined and funding-dependent: for example to reach enrollment goals, scholarship resources need to be aligned accordingly, especially as the cost of attendance increases. Additional instructional resources in the colleges and Academic Affairs must be available to meet the demands of increased enrollment. Student Affairs is well-poised to engender the changes needed to further the call for excellence across the University of Wyoming, and committed to the personal and professional success of our students through 2020 and beyond.
**Division of Student Affairs 2015-20 Plan**

*Financial Statement FY2014*

<table>
<thead>
<tr>
<th>State Appropriation</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Admissions</td>
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<tr>
<td>Alumni*</td>
<td>$76,000</td>
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<tr>
<td>Center for Advising/Career Svcs</td>
<td>$566,675</td>
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<tr>
<td>Dean of Students Office</td>
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<td>Registrar</td>
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<td>Vice President Student Affairs</td>
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<tr>
<td>Student Educational Opportunity</td>
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<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>Fee Revenue</th>
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<td>ASUW</td>
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<td>Campus Recreation</td>
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<td>Dining Services</td>
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<td>Residence Life</td>
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<td>Student Health Services</td>
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<td>AWARE-Alcohol Awareness</td>
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<td>Wellness</td>
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<td>Service, Leadership and Community Engagement (SLCE)</td>
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<tr>
<td>Wyoming Union</td>
<td>$2,506,987</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$31,144,979</strong></td>
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**Scholarships (FY2013)**

<table>
<thead>
<tr>
<th>Scholarship Type</th>
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<tbody>
<tr>
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<tr>
<td>Grants awarded</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$56,040,703</strong></td>
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</tbody>
</table>

*14.2 million in State funds
10.4 million in Hathaway funds
9.1 million in Institutional funds
5.3 million in Foundation funds
3.1 million in External funds*

**Grants**

<table>
<thead>
<tr>
<th>Grant</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Student Educational Opportunity</td>
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<td>Union</td>
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*Alumni Relations maintains a separate operating budget of $742,493*
### Division of Student Affairs 2015-20 Plan

**Financial Statement FY2014**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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<tr>
<td>State Appropriation</td>
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<td>Fee Revenue</td>
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<td>Scholarships</td>
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<tr>
<td>Grants</td>
<td>$15,905,005</td>
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</table>

### Student Affairs Funding

- State Appropriation: $15,905,005
- Fee Revenue: $11,738,004
- Scholarships: $31,144,979
- Grants: $56,040,703

![Pie chart showing distribution of funding sources]
**Division of Student Affairs 2015-20 Plan**

*Financial Statement FY2014*

<table>
<thead>
<tr>
<th>Identified Funding Needs</th>
<th>Amount</th>
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<td>Admissions Recruiters (2)/Support budgets</td>
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<td>Admissions Processors (2)</td>
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<td>SFA Scholarship Support</td>
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<td>STEP Retention Services</td>
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<td>CACS Career Staff</td>
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<td>CACS Testing Center</td>
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<td>DOS Minority Support staff</td>
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<td>DOS Student Conduct staff</td>
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<tr>
<td>DOS Off-campus student services</td>
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<td>DOS Conflict management center</td>
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<td>DOS Student Professional Development</td>
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<td>DOS Media Literacy</td>
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<td>DOS Annual Crisis Management Training</td>
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<td>DOS Collaboration</td>
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<tr>
<td>DOS Marketing</td>
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<tr>
<td>DOS Assessment</td>
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<td>DOS Risk Management</td>
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<td>DOS Grant Writing</td>
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<td>Rec Outdoor Space Lighting and Storage</td>
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<tr>
<td>Rec Turf field with Athletics</td>
<td>$1,000,000</td>
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<tr>
<td>Rec Outdoor minor</td>
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<tr>
<td>CACS Alumni Career Services</td>
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<td>STEP Space</td>
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<td>Rec Wellness Center</td>
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<td>SHS Pharmacy System</td>
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<td>UCS Graduate Assistant</td>
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<tr>
<td>USC Wellness Presentations</td>
<td>$1,500</td>
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</table>

*Many other initiatives will require funding currently unknown*
Implementing Institutional Goals

Each action item from the Student Affairs strategic plan is mapped by institutional goal below. The specific action item in the plan is listed after, in parenthesis. Each of the 27 major initiatives from the division is included, and they center on student recruiting, student retention, outdoor leadership, alumni and parent engagement, infrastructure maintenance and construction, fostering health and wellness, and respecting and promoting diversity.

Goal 1. Students leaving UW will be prepared to compete and succeed in a global economy, and believe that there are no limits to what they can learn and do. That is, prepare University graduates to contribute fruitfully towards the building of a healthy global society.

Recruiting: 1-2% annual increase in coming class, including freshmen and transfer

- The Admissions Office intends to grow the freshman class 3% annually through a variety of data-driven sub-goals and through their transition to the Gateway Center to improve the student visit experience. (1, 17)
- Admissions’ International Students and Scholars will conduct an opportunity review and support development of an English Language Center to build the pipeline for international students to UW and support a diverse climate. (2, 26)
- Student Financial Aid will restructure scholarships, provide oversight to revise the existing private award portfolio, adjust along with changing federal and state policy, and support the enrollment of veteran students through awarding. (3)

Retention: 80% fall-to-fall freshman retention by 2020 plus completion numbers increasing annually by 2% beginning in 2017

- The Center for Advising and Career Services (CACS) will oversee STEP retention services, support the transfer experience, improve advising, continue career support, position itself to support students not qualifying academically for their major of choice, upgrade the Testing Center, and promote a first-year experience in partnership with Multicultural Affairs and a variety of other offices on campus. (5, 16, 25)
- The Registrar’s Office will manage a student communication plan, use early alert and midterm grading to encourage early intervention, maintain Degree Works to allow students to monitor their degree progress, support transfer articulation, and partner with other offices in the Nanos Awarding of credit for high school AP and IB coursework. (6)
- Student Financial Aid will improve Satisfactory Academic Progress advising, identify students eligible but not applying for aid, expand communication, and promote financial literacy. (7)
Division of Student Affairs 2015-2020 Plan Supplement

- Student Educational Opportunity will develop a summer bridge program, increase resources for University Disability Support Services, and encourage graduate school access through McNair. (8)
- The Wyoming Union fosters community and will maximize space utilization and offer engagement programming for students. (9)
- The Dean of Students will assist students with transitions through their college career including a focus on scholarship cultivation, minority support, student conduct, students professional development, promote education through STOP Violence; engage in crisis management; and expand veteran student support. (10)
- Campus Recreation will expand Club Sports, improve existing outdoor facilities, explore the option of providing a turf field, and expand and promote outdoor programs in its new $27 million dollar facility. (12, 13, 18)
- Residence Life and Dining provides an inclusive living environment and will propose plans to possibly replace the residence halls and dining facilities, incorporate gender-inclusive housing, develop further living options for returning students, provide an allergen-friendly dining option, and redesign existing food outlets. (11, 15, 23)
- Student wellness will be supported through the creation of the Wellness Center as well as increased athletic training, extended Student Health Service Hours, the addition of a sports medicine physician, and expanded University Counseling Center staffing. (20, 21, 22)
- The value of a diverse university community will be underscored through commitment to recruiting students and employees of color, conducting a university climate study, development of a retention plan for diverse populations, and expanding diversity training. (24, 27)
- A study will be undertaken on co-locating critical student services. (19)

Goal 2. UW will achieve measurable and improving excellence in academics (teaching, research, graduate degrees, and creation of new knowledge) in its defined areas of academic distinction. We will achieve measurable progress toward academic excellence in areas of distinction.
- The Center for Advising and Career Services will play a role in the assessment of the first year seminar course. (5)
- The Dean of Students will pursue development of a leadership minor. (10)
- Campus Recreation will explore the possibility of a minor in outdoor leadership. (13)
- The Wellness Center will collaborate with academic programs including Family and Consumer Sciences and Kinesiology and Health Promotion for service delivery. (20)
Goal 3. UW will steadily improve its statewide engagement, to further the well-being of citizens across the state in defined and measurable ways. We can attain greater statewide engagement that enhances the well-being of Wyoming citizens.

- Student Educational Opportunity provides services via a variety of programs located around the state of Wyoming, and will continue to engage with communities on key college-preparedness strategies. (8)

- The Wyoming Access Challenge Grant, housed under Student Educational Opportunity (SEO), builds the pipeline of high school students with college aspirations in the state by housing recent college graduate advisors in high schools across Wyoming. SEO will pursue state funding to expand the program, support a near peer model for the community colleges, and grow the wyo4ed.org website to promote college-going. (4)

- The Center for Advising and Career Services will engage with the State Longitudinal Data System project to track students “k-Career.” (5)

- The Alumni Association and Cowboy Parents partner to provide feedback to UW from constituents around the state and nation, promote the university through the license plate program, scholarship development, fund/friend raising, and provide expanded career resources to graduates. (14)
Student Affairs Unit Reviews, Summer 2016

As a context for our Unit Reviews from Dr. Laurie Nichols:

As you complete your unit review, please focus on the following Guiding Principles:

**Stay True to our Mission:**
- Minimal Impact on Student Success
- Maintain Quality
- Maintain Excellence
- Preserve Statewide Presence

**Core Essentials:**
- Attract and Retain High Quality Employees
- Protect Safety and Health
- Maintain Physical Plant Essential Operations

**Opportunities:**
- Become More Efficient
- Diversify Revenue Streams
- Provide Transparency

**FY 17 – Drive Efficiencies**

**FY 18 - Cost Savings:** from Unit Reviews & Strategic Enrollment Management Plan

**Long-term Planning:**
- University and Student Affairs Strategic Plan
- New Residence Hall and Washakie Plan
Student Affairs Unit Review Format (not to exceed 5 pages):

Significant Progress by June 21; Due July 19

Description of the Department: Provide a brief overview of the department including the major programs and services; an organizational chart reflecting full and part-time staff; and a list of student employees/positions.

a. Mission, Goals, and Strategic Plan: Describe the department's mission and its major goals. In an appendix, provide the most recent version of the department's strategic plan or the documents created in the most recent strategic planning process.

b. Programs and Services: Provide the following:
   i. General Description of the Program or Service.
   ii. Target Audiences.
   iii. Delivery and Marketing of Program or Service.
   iv. Collaborative Efforts across the University or External Agencies.
   v. Evaluation/Assessment Methods for Programs and Services.

c. Resources: Describe the budget, major resources and personnel for the department with narrative, charts and graphs.
   i. Personnel: Include all personnel, full-time, part-time and student
   ii. Funding and Budgets: Describe amounts and sources of funds (Specify section 1, 2, or 3)
   iii. Critical Software
   iv. Facilities: Briefly describe facilities overseen by unit
   v. Fund Raising
   vi. Other Resources

d. Risk Management: Describe the proactive system of identifying potential risks or hazards associated with departmental activities and events if pertinent.

e. Compliance Considerations (ADA, Title IX, other)
f. **Staff Development, Research, and Creative Activity:** This section focuses on the efforts of the department to support staff development.

g. **University Service, Community Service, and Outreach Programs**

h. **Diversity Initiatives**

i. **Other Efforts**

Findings and Recommendations:

a. **Primary Strengths**

b. **Primary Challenges**

c. **Major Findings**

d. **Recommendations for Organizational Change and Efficiencies**

Other References
Cluster/Network Review Format (Not to exceed 3 pages):

Due July 26

Description of the Cluster/Network

- Mission, Goals
- Organizational Chart & Structure
- Operations with Staffing Reductions/Changes
- Review/Expand Management Oversight
- Collaborative Opportunities – Internal and External

Findings and Recommendations:

- Primary Strengths
- Primary Challenges
- Major Findings
- Recommendations for Organizational Change and Efficiencies

Appendices
Student Affairs Directors
Unit Planning Meeting
Tuesday, June 21, 2016
BP Energy Innovation Center

Agenda

1:00PM  Welcome & Goals
1:05PM  Thinking 360
2:05PM  Network/Cluster Planning
3:00PM  Break
3:10PM  Network/Cluster Sharing Out
        A.  What are the network/cluster core services? (Use notecards)
        B.  What challenges and opportunities are on the horizon?
        C.  How will we meet those challenges?
        D.  What will be eliminated?
3:40PM  Meeting New Divisional Challenges
        A.  Early Retirement / Calendar & PT employees
        B.  Vacancies
        C.  Family Weekend
        D.  Cowboy Connect
        E.  Transfers
        F.  Fundraising
        G.  Other?

4:30PM  Adjourn
Thinking 360

Supplies:

1. Large note cards
2. Markers
3. Masking tape
4. Signs for around the room (Admissions, Registrar, Financial Aid, Dean of Students, University Counseling Center, Student Health Service, Campus Recreation, Wyoming Union, Dining Services, Residence Life, Student Educational Opportunities, Alumni Association, and VPSA Office)
5. Cell Phone Box

I. Cell phone box – put it in or shut it off (1 minute)
II. How do we understand each other’s areas?
   o Pass around notecards (1 minute)
   o Silently write down “core services” provided by each area – NOT YOUR OWN (5 minutes)
   o Tape each note-card under each Unit Sign (5 minutes)
   o Each director will have an opportunity to add or correct their list (10 minutes)
   o Think of one “core service” to remove (5 minutes)

III. Process Questions (33 minutes)
   o What was easiest about the first task?
   o What was challenging about the first task?
   o How would SALT II do at this task? Better, worse?
   o Do we have a culture where we teach and learn enough about each other’s areas?
   o What could we do to expand our Division’s Culture around knowing each other’s areas?
     ▪ Zappos Example – all work for two weeks in customer service
   o How do we create a Divisional culture where:
     ▪ the right functions can be consolidated?
     ▪ the right functions can be backed-up between units?
   o Review: Six Benefits of Cross-Training Employees
   o Review: Creating and Implementing a Successful Program

Overall Questions:

• Understanding Our Challenge: How do we complete the same (or more) work with less people?
• What strategies shall we employ?
• How do we retain and find the best people?
• How do we continue to encourage cross-training and support?
• Are we silo-ed?
Six Benefits of Cross-Training Employees

“Flexibility” has become one of the biggest business buzzwords of the 21st century—and for good reason. Cross-training offers flexibility by giving your employees the abilities they need to “fill in” roles outside their primary job responsibilities.

Here are six of the top reasons to consider cross-training employees. Your staffing partner can help you approach cross-training effectively for your organization.

1. **Reduce costs by leveraging internal talent.** When you focus on teaching new skills to employees, your organization can reduce the costs of recruiting new candidates from outside the organization. The “onboarding” process is significantly shortened or even eliminated, since learning a new skill within the company fits together with learning how your organization needs that skill to be used.

2. **Groom employees for promotions, management, and additional responsibilities.** Employees become management material by knowing their team’s work inside and out. When you cross-train employees within a department, you give them the technical know-how they need to manage a team, allowing you to focus on other top managerial skills—like communication, vision, and conflict resolution—when choosing whom to promote.

3. **Save productivity even when employees are absent.** The occasional illness, injury, or family emergency simply can’t be avoided. But when one employee is absent for a day or two, staff can more easily “cover” for that absence if they’re already familiar with the employee’s key tasks. For short-term absences, cross-training can smooth out any potential dips in productivity without requiring the organization to consider temp help.

4. **Boost motivation by investing in employees’ career growth.** Sometimes, the best motivators are non-monetary rewards. By offering cross-training, a company demonstrates that it is genuinely interested in the career growth and learning opportunities available for its workers. It also allows the most motivated and passionate workers to “self-select” into cross-training opportunities, identifying your company’s “rising stars” with less effort.

5. **Staff more strategically.** By cross-training, you expand the skill sets available in your organization, helping you avoid dips in productivity due to “skills gaps” that open up when experienced employees retire or leave. Cross-training also helps an organization staff more strategically. When you know what your staff can do, you also know what they can’t do—which allows you to coordinate with your staffing partner to tailor your next search for external talent.

6. **Use temporary help more effectively.** Temporary staff can be an excellent choice when your organization faces a special project, a temporary increase in workflow, or a significant skills gap that cross-training cannot fill. Develop a better sense of when you need to bring in temp staff—with the investment in onboarding that it entails—and when you can trust your current staff to handle a change in circumstances by offering cross-training.

---

Creating and Implementing a Successful Plan

Of course, a cross-training program must be implemented properly in order to yield successful results. Campbell, Carrison, and Osteryoung contributed to the following guidelines for creating a successful cross-training program master plan:

1. Identify the specific critical tasks for which cross-training is needed.
2. Identify the proper people who will be capable of performing the cross-training tasks. For example, a mailroom clerk would not be capable of learning and performing facilities maintenance duties, while a factory mechanic could easily pick up those duties. Match the skill set and learning capability of the people to be cross-trained with the skills required for a particular position.
3. Explain the reason for cross-training and the benefits to the employees to remove any question of both the person being trained and the person whose job is being cross-trained. Remove any suspicions that the program is designed to eliminate jobs or a particular person.
4. Schedule adequate funds, time, training materials, and training facilities in order to accomplish the cross-training.
5. Reduce the workload during the training process since it will take the new person longer to perform the task until proficiency is achieved. You don’t want employees feeling resentful that they are being required to do more work and that management is taking advantage of them.
6. Create a recognition and reward program for employees who have satisfactorily finished cross-training.
7. Show the employees that cross-training represents an integral part of their overall development plan.
8. Finally, realize that employees don’t retain the cross-training skills forever and must be re-trained periodically.

"Cross-training not only helps the organization fill work positions on a stop-gap basis, it also represents an excellent way to cultivate leadership within your organization. It will help you recognize those employees who are key to your organization and those that are ready to take on added responsibility," emphasizes Carrison.

"In addition to keeping your business running smoothly, cross-training also delivers two other key benefits. First of all, morale is big in this economy and employees who believe that management is concerned with their enrichment will work harder; second, cross-training helps insure that customers will receive their product or service on time and on budget without any glitches. One lost customer can cost more than the entire cross-training program," Campbell explains.

"A well-thought-out cross-training program represents a proactive plan to keep your business humming despite the temporary loss of key employees. It also erases differences and unhealthy competition between departments. Don’t let shortsighted cost controls hurt your organization in the long run. Institute a cross-training program to keep your business on the right track. Keep customers happy, enhance employees’ work experiences, and protect your bottom line," sums up Osteryoung.

From: Sara L Axelson
Sent: Friday, June 3, 2016 12:04 PM
To: director-sa@uwyo.edu
Subject: FINAL - Student Affairs Department Reviews & timeline
Importance: High

Let’s proceed with this template and timeline below. The time with your leadership and employees will be very helpful in preparing the reviews. Again, as we consider efficiencies, mapping programs and services back to our vision/mission/goals will be helpful for the “stay true to our mission” component. Let me know if you have any questions.

Thanks,
Sara

Timeline:

1. Unit/Cluster & Network Review Audience and Goal: Submit Student Affairs reviews by end of August to President Nichols

2. Draft Timeline for Department Reviews:
   June – August: Meet all Tuesdays 1:30 – 3:30

   June 21 1:00 – 4:30 – Directors Planning Meeting to review draft unit plans and discuss cluster/network plans

   July 19 – Unit plans complete

   July 26 – Cluster/network plans complete

   August 2 – Student Affairs Directors and Associate Directors Planning Meeting to review plans for implementation
From: Sara L Axelseth  
Sent: Friday, July 8, 2016 1:45 PM  
To: Stephen L. Bieber <Bieber@uwyo.edu>  
Cc: Laura J. Shevling <Laura.Shevling@uwyo.edu>  
Subject: Student Affairs Budget Reduction

Steve,
Thanks again for the opportunity to brief the Financial Crisis Advisory Committee. There were really good questions that were helpful to me. I have attached the Student Affairs reductions that were part of the university $7 million reduction in April. The auxiliary reductions are as follows:

June 10, $500,000 in auxiliary reductions for round 2 per Dr. Nichol’s plan, divided as follows:

100k coming from SHS
100k from Res Life
100k from Union
200k from Dining

April 16, $2 million in auxiliary reductions for round 1 under President McGinity, divided as follows:

Dining $ 600,000
Residence Life $ 400,000
Student Health $ 600,000
Student Media $ 200,000
Union $ 200,000

Thanks again and always open to feedback,
Sara

Sara Axelseth  
Vice President for Student Affairs  
University of Wyoming  
Laramie, WY 82071  
saxelseth@uwyo.edu  
307-766-5561
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