

UNIVERSITY OF WYOMING

Vice President for Administration

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TO: Myron Allen, Provost and Vice President for Academic Affairs

FROM: Phill Harris, Vice President for Administration
Mark Collins, Associate Vice President for Administrative Operations
Janet Lowe, Associate Vice President for Fiscal Administration

RE: Division of Administration White Paper on University Budget Planning

DATE: March 13, 2009

Enclosed please find an electronic copy of the Division of Administration's white paper on University Budget Planning. Please do not hesitate to contact our offices if you have questions, or require additional information.

Thank you for your assistance and support in this important University endeavor.

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University of Wyoming
Budget Planning
Division of Administration
March 13, 2009

Section I

The Division of Administration believes that the core elements of UW's mission must include educating students by providing them with academic and co-curricular opportunities and preparing them to be productive citizens in a global economy. Inherent within this responsibility is an obligation for the institution to provide basic research to expand knowledge and outreach and service activities to extend educational opportunities to the citizens of Wyoming and the nation. Categorizing these core elements within the context of the University's operating budget is difficult because of the program structure utilized to separate major University functions. While an argument can be made that all core elements are contained within the functions of Instruction, Research, Public Service and Academic Support, such crude measurement overlooks the possibility that some activities within these major functional areas may be enhancements to the core mission. A similar argument can be made with respect to other functional programs in the Section I budget. For instance, can teaching, research and service be provided in a vacuum devoid of physical plant infrastructure or key administrative processes? While many of these activities are clearly high-priority activities supporting the core elements, there are essential functions that must operate in tandem with the core educational elements for the institution to remain viable.

The land grant underpinning of the institution may guide some discussion about the core mission. The mission of these institutions, as set forth in the 1862 Morrill Act, is "to teach agriculture, military tactics, the mechanic arts, and home economics, not to the exclusion of classical studies, so that members of the working classes might obtain a practical college education." The complexities of modern society require a broader "practical" education than envisioned in 1862 and therefore additional core educational elements should be considered essential to UW's modern educational program.

Section II

In terms of the Section I budget, the Division of Administration considers the following programs and activities to be core elements of UW's mission:

- College of Agriculture
- College of Arts and Sciences
- College of Business
- College of Education
- College of Engineering
- College of Health Sciences (excluding Pharmacy)
- Graduate School
- Outreach School (some elements but not all)
- University Libraries
- Research and Extension
- Cooperative Extension Service

Each of these programs and activities deliver undergraduate and graduate education or service components consistent with the fundamental mission of a land grant institution. This should not dictate, however, that every activity of the core mission should, or must, be continued if the University faces major budget reductions. Numerous program offerings, including new academic majors, have been added

to the portfolio over the years and a serious review of these activities should be part of an extensive academic review guided by the office of Academic Affairs. The University libraries must continually acquire material to remain relevant to the education and research functions of the University but rapid expansion of the acquisition budget may be delayed in tough economic times.

High priority activities that support the core elements of UW's mission include:

- Academic and Research Administrative Functions
- Admissions
- Registrar
- Office of General Counsel
- Office of Diversity and EEO
- Financial Aid (including scholarships)
- Academic and Administrative Computing and Telecommunications
- Physical Plant Operations
- Non-Academic Administrative Functions
- Campus Safety and Security (including Environmental Health and Safety)
- Central Administrative Functions
 - Accounting/Accounts Payable
 - Payroll
 - Procurement
 - Student Financial Operations
 - Human Resources
 - Budget
 - Institutional Analysis
 - Internal Audit (Independent Function of the Board of Trustees)

Delivery of the core educational mission requires a specified level of support services. As with the core elements discussed above, it is likely that not every activity within the broader set of support elements needs to operate at their present levels. Admitting students, recording their academic progress and providing some level of scholarship support drives the ability to attract and retain students. Reductions to the level of scholarship support could be viewed as one mechanism to diminish the demand for academic resources if the institution desires to have a smaller academic program and fewer students.

The remaining high priority support elements provide the services that keep the institution running. Educating students requires buildings, processes and administrative coordination. Eliminating any of these functions without providing an alternate means to deliver the services, could have dire consequences.

Some enhancements to UW's core mission have been identified including:

- College of Law
- Pharmacy School
- Intercollegiate Athletics
- Wyoming Technology Business Center
- AHC/Art Museum programs and activities
- Co-curricular Support Programs (e.g. Rodeo, Minority Affairs, etc.)
- Transportation and Parking Services
- Postal Services

- Campus ID System

Both Law and Pharmacy are professional degree programs that could be considered enhancements to the basic mission of the University. While Intercollegiate Athletics does provide educational opportunities for the student athlete and recruits students that would not normally attend UW, this activity should be considered as an enhancement to the basic mission. The other programs and activities represent a sample of similar activities that exist throughout the Section I budget. Each provides a service to the campus but has been viewed by the Division of Administration as enhancements rather than high priority or core elements of the institution.

Section III

An argument can be made that some of the major functions and responsibilities within the Division of Administration should be viewed as core elements in parallel with the academic colleges and programs. Can classroom teaching or research exist without facilities to house the activity, utilities, or the ability to hire faculty and staff, or procure goods and services?

Setting aside the argument of whether essential support functions belong with the core educational programs, the Division of Administration does conduct a number of high priority activities that make it possible for the University to meet its teaching, research and service mission.

Priorities for the Division of Administration include:

- Campus Safety and Security (including Police, Risk Management, Environmental Health and Safety)
- Campus Facilities and Infrastructure
- Providing Central Administrative Services
 - Payroll
 - Accounting/Accounts Payable
 - Procurement
 - Human Resources
 - Budget
 - Student Financial Operations
 - Institutional Analysis
 - Internal Audit (Independent Function of the Board of Trustees)

The programs listed above provide essential campus services supporting the infrastructure, deliver central services that keep the campus running, or directly support student enrollment. Learning can only take place if students, faculty and staff believe that they are operating in a safe environment. UWPD helps to facilitate this environment by providing a highly qualified police and security presence and response on the UW campus. Risk Management and Environmental Health and Safety also provide essential safety and security services in addition to addressing UW's insurance coverage and compliance with a host of local, state and federal regulations.

Physical Plant functions are essential to the core mission of the University. Utilities, operations and maintenance are all required to fulfill the University's core mission. While the University cannot operate without heat and electricity, Physical Plant strives to deliver these services in a manner that is cost effective and enhances the mission through occupancy comfort and efficient infrastructure. The Facilities Planning Office provides another essential function for the campus with a major emphasis on

management and implementation of the following University Plans: Capital Facilities Plan, Campus Master Plan, Historic Preservation Plan and addressing Campus Accessibility.

The core teaching, research and service functions of the institution require a certain level of administrative services that have been centralized to improve efficiency and reduce overall cost. Faculty and staff must be hired and paid; goods and services must be procured; appropriations and budgets must be established and accounted for; and students must be able to enroll and receive their financial aid. Each of the functions identified in this core set of central administrative services provide a unique service that could not be replicated at a college or division level without additional cost and effort.

Other Services and Functions within the Division of Administration:

The Division of Administration also provides an array of services and functions that enhance the campus experience. Many of these services are delivered through Auxiliary Operations that charge fees for their services and operate on a self-sustaining basis. These operations include:

- Copier Services
- Fleet Services (including TransPark)
- Trademark and Licensing Program
- UW Bookstore
- Vending Services
- WyoOne ID Office
- Postal and Bulk Mail Services
- Graphic Design Services

Eliminating or outsourcing these services wouldn't necessarily mean that the overall Section I budget for the University could be reduced. The majority of the functions provided by these units would still be required in order for the University to function. Vehicle utilization would not decrease as a result of eliminating the motor pool and this cost would either be absorbed through mileage payments for employees utilizing their own vehicles, or through costs to acquire rental vehicles in the private market. Similar cost shifting would occur with copier services and operations within the UW Bookstore .

In addition to the Auxiliary Service Operations the Administration Division also provides additional services supporting:

- Central Scheduling
- Real Estate Operations
- Central Business Analysis

Absorbing these functions within the Division could be possible, but operational efficiencies and coordination with UW's administrative data systems would suffer.

Section IV

The Division of Administration offers the following suggestions to help create budget flexibility and provide potential opportunities to reduce general fund costs.

- Eliminate positions that have been vacant for more than one year

- Reduce the appropriation for additional library acquisitions and GWLA membership
- Eliminate the ongoing appropriation for athletic competitiveness initiative
- Fund all development activity with Foundation revenues
- Mandate that all UW employees utilize an automatic payroll deposit system
- Create business service units and consolidate efforts of departments with respect to bookkeeping, payroll, procurement, etc.
- Reduce out-of-state travel by a minimum of 20%
- Eliminate the campus operator phone system, moving to a fully automated platform
- Reduce B2000 support services spending by 5% to 10%
- Institute a comprehensive early retirement program for faculty and staff
- Designate specific buildings and classroom spaces for evening and/or weekend classes and close other UW buildings to save on energy and utility costs
- Transfer Comptroller functions (treasury/investment, tax compliance, bond issuance and administration, oversight of external audit) to Administrative Central Services

The recommendations listed above would likely create sufficient savings to achieve a five percent (5%) budget reduction. Reductions beyond this level would require a more aggressive budget reduction scenario. Actions to achieve a ten percent (10%) cut would likely require:

- Elimination of all vacant Section I positions and reallocation of recurring vacancies to meet the most critical teaching, research and outreach functions
- Elimination of one or more programs not considered to be central to the mission of the University
- Increasing tuition and fees to help offset general fund reductions
- Capping University enrollments to reduce ongoing instructional costs
- Eliminating the FY 2010 salary increase for faculty and staff

Reductions of this magnitude will likely have long term consequences within the institution and change the fundamental character of the University for an extended period of time.

UNIVERSITY OF WYOMING

ASUW Student Government
Dept. 3625, Room 020, Wyoming Union
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To: UW Provost and Vice President Myron Allen
From: Kelsey Day
Constituent Group: Associated Students of the University of Wyoming
Subject: Budget Planning
Date: 13 March 2009

The University of Wyoming has been asked to identify the core institutional operations after examining the budget in light of the new economic conditions. The growth UW has seen over the past ten years has been incredible; however, this exercise can serve as our opportunity to increase the efficiency and effectiveness of the University. While UW's growth has been funded by the Legislature in the past, we must now be more thoughtful and creative when determining the sources for the future goals.

While this process is complicated, ASUW appreciates that the University will not take the administratively convenient road of across-the-board budget cuts. The student leaders of the ASUW, representing our constituents, understand our responsibility during this process. We hope to bring forward the student perspective to help identify our University's priorities while still focusing on the mission statement, vision, and strategic plan.

ASUW has begun this exercise by becoming more informed on the specific elements of the University budget. We have analyzed the section one fund composition and its constraints, and the overall assets and expenditures. Student leaders have used ASUW meetings and committees for venues to discuss and debate our views on the University's priorities.

Section one: Briefly define each tier in a three-tier framework for thinking about UW's expenditures; core, high priority, and enhancements.

University of Wyoming mission statement

The University of Wyoming aspires to be one of the Nation's finest public land-grant research universities. We serve as a statewide resource for accessible and affordable higher education of the highest quality; rigorous scholarship; technology transfer; economic and community development; and responsible stewardship of our cultural, historical, and natural resources.

A three-tier framework will group the importance of UW's expenditures into the core elements of UW's mission, high-priority activities that support the core elements, and enhancements. The UW mission statement, along with the University's stated vision of the future, should provide the framework for defining the core, high-priority and enhancing projects at the University.

A mission statement can serve as big-picture framework that highlights the main goals. The mission statement emphasizes eight core goals. While being one of the Nation's finest

public land-grant institutions, UW also provides an accessible and affordable higher education, rigorous scholarship, technology transfer, economic and community development, responsible stewardship of cultural, historical and natural resources, academic and co curricular opportunities and outreach and service. Beyond UW's current mission it is important to look to the University's vision for its future.

The first vision framework consists of three defining words: **access, excellence, and leadership**. The next vision aspect is portrayed by the planning motifs in the Creation of the Future 3 document. These elements include building depth, reinforcing and refining areas of distinction, **access** to higher education, fostering **excellence** and cultivating **leadership**.

The Creation of the Future 3 also defines the University vision with two institutional hallmarks. The first is the mission to explore, create, and share knowledge in areas that are meaningful to our constituencies and at a level of accomplishment that garners international recognition. The second is to create a culture that advances the intellectual and ethical capacities of students and employees, with a degree of effectiveness that is exemplary among public universities. UW also counts on remarkable geographic settings, a statewide presence, and strong public support to maintain a distinctive character.

All things considered, the planning motifs outlined in the Creation of the Future 3 should serve as the guiding outline as it includes aspects of the mission as well as access, excellence, and leadership. The core operations are those that, if cut, would eliminate a planning motif all together. The high-priority operations should help support each planning motif in some manner. Finally, the enhancements serve to improve the goals of the motifs, but excising enhancements will still leave the motifs intact.

Section two: Which major elements of UW's current overall operations belong to each of these three tiers?

Core:

Planning motif 1: Building depth

- Strengthening current areas of excellence and importance while eliminating academic programs that are no longer viable, or no longer hold a high priority for the University. Depth in quality is greater than depth in quantity.

Planning motif 2: Reinforcing and refining areas of distinction

- The areas of distinction include critical areas of science and technology, cultural assets, arts and humanities, environment and natural resources, history and culture of the Rocky Mountain region, life sciences, and professions critical to the state and region. Supporting these areas of distinction is core to the University mission. These areas will be discussed in more detail in Planning motif 4: Fostering Excellence.

Planning motif 3: Promoting access to higher education

- Cost of attendance: Success of the Hathaway scholarship program ensures an accessible and affordable education, while also making UW distinctive from other institutions.
- Education throughout Wyoming: Because UW is the only university in Wyoming, outreach to students around the state is incredibly important. These outreach efforts include shared programs.

- Enhancing students' preparation: Access to education without a reasonable chance to succeed is not acceptable. The P-16 council has helped increase Wyoming students' chances for success in pursuing a higher education.
- Enhancing students' success: Excellence can be achieved through enhancing UW's learning environment through: interdisciplinary degrees, the honors program, and internships. Research collections of national caliber are also critical to sustaining UW as a research university.
- Internationalization: Maintaining study abroad opportunities and partnerships with institutions around the world.
- Diversity: Supporting diversity is core to UW's mission of becoming one of the finest institutions. In dealing with these issues, it is imperative to broaden the mission of the PACMWA and extend benefits to domestic partners of UW faculty and staff.
- Transportation planning is also vital to providing access to higher education, because a university must be both fiscally *and physically* accessible.

Planning motif 4: Fostering Excellence

- Institution-level research support for areas of distinction.

Planning motif 5: Cultivating leadership

- Support highly successful deans and departments in the Colleges of Health Sciences, Education, Business, and Law to assist these colleges in preparing students in professions critical to the region's future.
- Foster student leadership as an area of distinction. This should be pursued both in the co-curricular AND the curricular offerings at UW.

High- Priority:

Planning motif 3: Promoting access to higher education

- Cost of attendance: Support for the non-tuition costs of attending the University such as the cost of living, books, etc. can be very expensive.
- Education throughout Wyoming: The outreach students benefit from off-campus delivery of engineering and technology-related curricula and expansion of the Wyoming library database. Increase Post Secondary Education in Wyoming.
- Enhancing students' preparation: A focus on writing and foreign language is essential to student success at the university level. Cooperative exchange with secondary schools. Transitions program for incoming freshmen.
- Enhancing students' success: Enhancing UW's learning environment through effective communication skills, ethics, and effective learning in technical scientific fields. Preparation for graduate school. An assessment of the University Studies Program could lead to a more efficient and streamlined process. Student safety is incredibly important and we support the sexual assault and sexual harassment prevention. Mental Health Collaboration.
- Internationalization: Seeking endowed gifts to support study abroad. Staffing ESL instruction and Asian language instruction.
- Diversity: Partnerships with HBCUs and retaining women and people of color on the faculty. Access for students and employees with disabilities. Minority student programs. Recruiting diverse students.

Planning motif 4: Fostering Excellence

- Critical areas of science and technology: Form a coherent plan and support the computing infrastructure for the NCAR-UW supercomputer facility. Support graduate curriculum in computational sciences. Expand energy-related teaching and research.
- Cultural assets: Undergraduate involvement in the Art Museum, the American Heritage Center, and the UW Libraries.
- Environment and natural resources: Address community issues associated with energy conservation, energy development, and sustainable energy use. Implement a doctoral program in sustainable business practices. Create a Director for Sustainability to coordinate efforts in this area.
- Life sciences and professions critical to the state and region: It is important to incorporate the Berry Center into UW's research mission.
- Building excellence in human capital is important to the quality of this university. Faculty salaries need to be at or above the fiftieth percentile of other institutions.

Planning motif 5: Cultivating leadership

- Student leadership as an area of distinction, outdoor experiences, Greek life, programs for cultivation leadership skills, and career pathways among faculty, professionals, and staff.
- ASUW is essential because the students must have a voice.

Enhancements:**Planning motif 2: Reinforcing and refining areas of distinction**

- The individual areas of distinction are discussed in relation to other motifs.

Planning motif 3: Promoting access to higher education

- Cost of attendance: University housing plan
- Education throughout Wyoming: Staffing plan in Criminal Justice.
- Enhancing students' preparation: Articulation agreements with Colorado and Nebraska community colleges. SYNERGY program.
- Enhancing students' success: Teaching internships. Catalog of lifelong learning programs. Hosting a symposium on the best practices in the assessing student learning. Enrollment goals. Scholarship enhancements in strategic fields. Student retention strategy.
- Internationalization: Coordination of language study with international education opportunities.
- Diversity: Staffing plan for the ethnic studies programs.

Planning motif 4: Fostering Excellence

- Critical areas of science and technology: Energy related outreach. Center for Quaternary Studies.
- Cultural assets: Maintenance and repair of the Centennial Complex. Links with the Buffalo Bill Historical Center.
- Environment and natural resources: Haub School teacher force.

- History and culture of the Rocky Mountain region: Establishment of degree programs for Religious studies and American Indian studies.
- Life sciences and professions critical to the state and region: Plant biology. Doctoral program in biomedical sciences.
- Increasing graduate education could be seen as an enhancement during economic restrictions.
- Building excellence in capital facilities and infrastructure is an enhancement.

Planning motif 5: Cultivating leadership

- Leadership Wyoming
- Club and intramural sports

Other:

- While speaking with students about the budget, the topic of athletics came up frequently. We understand that athletic programs are funded through different sources, and collect some revenue but students believe athletics as a whole is an enhancement and it was almost always the first topic of conversation when it came to programs we could relegate.

Section 3: Which major elements of the constituency group’s bailiwick belong to each of these three tiers?

Preamble of the ASUW Constitution

In the belief that students have the right, as well as the obligation, to play a significant role in guiding their University, we, the student body of the University of Wyoming, seeking to provide an effective organization to promote the general welfare of all students at the University, to represent the concerns for the student body, and to provide for and regulate such other matters as are hereinafter set forth, do ordain and establish this Constitution.

Every fee-paying student is a member of the Associated Students of the University of Wyoming (ASUW). ASUW is composed of the basic three-branch governing system: executive, legislative, and judicial branches.

Section two budgets are collected through grants, contracts, revenue from auxiliary operations, and student fees. The ASUW funds primarily come from revenue generated by student fees. While the main concern of the present analysis is the University’s section one budget, the ASUW programs and services are examined below.

Core:

1. Executive, Legislative and Judicial: ASUW requires the three basic branches of government. Each branch serves as a check and provides the necessary structure needed to effectively represent students. Without a budget to support these three branches the ASUW could not exist. The Judicial Council members are not paid and the Senate members are not paid. However, ASUW is extremely accountable because the Executive staff is compensated for their work. The President, Vice President, and six Executive staff members (all students) receive salaries as compensation for the large amount of time they contribute to keep the organization functioning.

This small paid staff is necessary to maintain the progress of ASUW programs and Student Senate initiatives, the professionalism of ASUW and its interactions with students, and responsible and accountable leadership.

2. Support Staff: ASUW would not be successful without the professional office, who are funded from both section I and Section II budgets. The core staff for ASUW includes the ASUW Advisor and Business Manager (Section I from DOS), and the Office Associate (Section II).

3. Elections: Elected representation is essential to form a viable student voice. This is a fairly small budget item, but it is core to the democratic process.

4. RSO Funding Board: Individual Recognized Student Organizations (RSOs) cannot collect student fees. Therefore, a core part of the operations for ASUW is to distribute student fee support to RSO via ASUW's RSO Funding Board. This allocation process, lead by students, helps to financially support RSO cultural and educational programs. The ability of RSOs to fund events is critical to maintaining a healthy campus community where enthusiastic students can explore their interests outside of the classroom, and then share those passions with the rest of campus. ASUW helps to support RSOs, who in turn help to create a "free marketplace" for ideas to be exchanged, debated, and discussed among the student body.

The RSO Funding Board is indispensable in helping to contribute to the campus dialogue. This program also provides an avenue for student leaders to learn budgets, allocations of funds, and decision making strategies.

5. SafeRide: This free public transportation system serves all University of Wyoming students and members of the Laramie community. The program currently uses five mini-vans to provide transportation around Laramie during weekend evenings, when other UW transportation does not operate. The system operates on a fixed route during the evening before switching to an on-call service for the rest of the night. The full-time ASUW Transportation Coordinator runs SafeRide along with a staff of paid student dispatchers and drivers. SafeRide contributes to the safety of all Laramie residents, an achievement that has been recognized through a Wyoming Highway Department grant.

High Priority:

1. Associated Student Technical Services (ASTECH) primarily provides sound and technical support for student organizations and events sponsored by ASUW. However, ASTEC has evolved into the primary provider of sound reinforcement and audio technical services for UW colleges and departments.

2. UW Student Radio Station: While just beginning operations, the student run radio station will be essential to the campus communication and information system. The station will help

students become more politically active, civically engaged, and informed, while also serving as an important venue for student leadership and involvement.

3. United Multicultural Council (UMC) and the Student Sustainability Council (SSC): The UMC and the SSC provide leadership opportunities to student members and improve the campus climate by inspiring involvement in environmental, social justice, and multicultural issues. These councils bring the multicultural and environment student organizations together from around campus.

4. Freshman Senate: ASUW cultivates some of the most highly motivated students on this campus. When freshmen seek leadership opportunities Freshman Senate is a stable and consistent organization that helps guide students to take on other leadership and involvement opportunities.

5. Non-traditional Student Council: Non-traditional students represent 40% of the UW student population. The Non-traditional Student Council is a small portion of the ASUW budget, but provides an opportunity for these students to come together in leadership roles.

6. Greek Life: ASUW helps fund a portion of the Greek Life budget. Students involved in Greek Life are more likely to stay in college, succeed in their classes, participate more often in co-curricular campus and community activities, and give back to the university.

Enhancement:

1. Staff: In addition to the ASUW “core” staff, ASUW also supports three full-time staff members who support various ASUW programs. While we see both SafeRide and ASTEC as essential programs, having full-time staff running these programs is an enhancement. Both programs could be run using student staff, if needed. However, the level of service and professionalism (and possibly safety) could be sacrificed if the full-time staff were not employed by UW. ASUW also views the ASUW Students’ Attorney Program as an enhancement (please see below #7).

2. Accounting Associate, Sr.: ASUW also supports an Accounting Associate, Sr. position funded with Section II. This position has unfortunately been unfilled for most of the past school year. While the search for a new associate has continued, ASUW has been able to adequately manage operations with a part-time graduate assistant. This position is still very needed, but could be reduced to a part-time or three-quarter-time position instead of a full-time position.

3. Readership Program: Through an agreement with USA Today, ASUW provides free copies of the Casper Star Tribune and the USA Today papers every day to our academic community. This program has been incredibly popular with students, but the unacceptable management on part of USA Today has compromised the program’s success and future potential. The ASUW Readership Program is an enhancement to the education of students on this campus.

4. DIA Shuttle: The DIA Shuttle provides rides between Denver International Airport and the University of Wyoming. The ASUW Transportation Coordinator is in charge of this service. Currently, there is no transportation service available to students who need to travel to and from DIA. This program is important, especially to UW's international student population, but would classify as an enhancement to the student experience.

5. Homecoming: Past, current, and future students benefit from a sense of pride and belonging. Homecoming encourages former students to return and give back to their alma mater. This event helps current students feel a sense of belonging which can lead to higher retention rates. Homecoming also helps recruit future students and support from cities around the state.

6. Student Activities Council (SAC) and the Concerts & Convocations Committee (C&C): Both of these organizations bring in diverse student programs including, speakers, musicians, comedians, and other performers. SAC strives to provide quality student programming each week, while C&C brings in larger-name entertainers several times a year. These two groups provide essential opportunities for student leadership, while also enriching campus life with programming and entertainment that small community of Laramie could not otherwise provide.

7. Legal Services: The ASUW Students' Attorney Program (SAP) provides free legal advice (but not legal representation) to fee-paying UW students. The SAP's unique services to students are not available through other local, state, or federal programs. The SAP fulfills an educational mission by providing students with legal information that they would not otherwise obtain through appointments and seminars, and by offering externship opportunities to UW College of Law students, although these opportunities may often be underutilized. Most importantly, the SAP provides access to the justice system for an underserved population of Wyoming residents; a need which was the focus of a recent article in *Wyoming Lawyer* magazine.

The SAP is an enhancement to ASUW and provides only very limited logistical support to the rest of the ASUW student government. However, the important and unique attributes already mentioned demonstrate that, under a larger framework, the SAP could fall under a high-priority activity that supports the core educational mission of the University.

8. Student Travel: ASUW provides funding to send numerous students to national conferences and other events each year. These conferences allow students to learn from others around the country and ultimately strengthen our university. Students from each branch of ASUW attend conferences every year as an enhancement to their leadership experience at UW.

ASUW Budget Recommendations: (Considering a 5% cut)

Many of the ASUW programs are considered enhancements, but should not be cut all together. The only program that could be cut without losing valuable student involvement opportunities is the USA Today Readership program. This would cut about \$17,000.00 from the student fee. We would also suggest that while travel is important, in tight budget years, it is understandable to not fund student travel.

USA Today Readership: \$17,025.00

Student Travel: \$25,675.00

Reduce Business Associate position to part time: \$5,000

Total Budget savings: \$42,700.00

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

1. Decrease number of computer labs as well as the ratio of computers to students. This option has evolved as more and more students bring their own computers, particularly laptops, to campus, and no longer rely as heavily on access to public computers in labs.
2. Reduce campus energy consumption through technological upgrades and campus policies and practices that conserve energy.
3. Examine full-time support staff and consider increasing number of part-time employees around campus.
4. Examine summer staff and consider reducing the number of employees or reducing their time, as well.
5. Consider using more part-time, non-benefited students rather than full-time staff.
6. Reduce travel across the University.
7. Host Board of Trustee meetings exclusively in Laramie until economic conditions improve.
8. Increase use of video or audio conferencing for meetings with people and institutions outside of Laramie.
9. Examine the efficiency of campus utilities, which represent over six million dollars of the Physical Plant budget.
10. Examine courses with low enrollments and cut unpopular and unnecessary courses.
11. Decrease or consolidate the requirements in the University Studies Program.
12. Increase class size in first year courses.
13. Reevaluate the cost/benefit of the Wellness Center.
14. Ross hall dining does not attract enough business to be an effective service.
15. Examine UW catering and consider outsourcing meals.
16. Decrease award/celebration banquets across the University.
17. Review UW residency policies adopted by the Board of Trustees.
18. Review the high cost to having a Division I Football and Basketball program
19. Reduce trips to Jackson (etc.) with the University plane.
20. Implement incentive programs to encourage behavioral change in sustainability practices, such as turning off computers, lights, keeping buildings cooler.

Department of Intercollegiate Athletics

(White Paper Analysis)

Introduction

UW Intercollegiate Athletics has been and remains an integral part of the University of Wyoming and its overall mission. One of the key components of the University's mission is "to promote opportunities for personal growth, physical health, athletic competition and leadership development for all members of the university community". Our athletic programs not only contribute to the University's mission in these key areas, but also frequently provide "outreach" opportunities across Wyoming and the region.

Intercollegiate Athletics is, in fact, at the core of the university mission. Our coaches and staff educate young people everyday about important topics such as teamwork, discipline, leadership, diversity, communication and the value of education. An undergraduate professor at UW has the opportunity to spend up to 60 (sixty) hours in a semester "teaching" a student. Within Intercollegiate Athletics, a coach may interact (in a teaching role – mentoring, study halls, travel, etc.) with the student athlete 60 (sixty) hours in a given week. The influence of coaches in intercollegiate athletics is second to none. Granted, the largest "teaching" segment may involve the technical skills to be good diver, golfer, swimmer, etc., but many hours are also targeted toward leadership development, study skills, discipline, and other areas of personal growth.

The very nature of Intercollegiate Athletics creates a learning environment that emphasizes personal growth and development physically, mentally, academically and socially for each and every student athlete, as previously stated. All of these areas are also key core values for the overall student body at the University of Wyoming.

The vast majority of the budgetary funds and resources that are utilized by Intercollegiate Athletics are directed toward this extremely important goal of promoting and supporting student-athlete welfare. Our sport programs, academic support services, athletic training room staff, strength and conditioning supervision, facility operations, compliance and equity personnel and senior management all work daily to make sure that each student has an environment that allows them to maximize their training, educational development, athletic abilities and academic achievements.

Another key aspect of Intercollegiate Athletics that positively contributes to the University's mission is the ability to provide local, statewide, regional, national and even international visibility and exposure opportunities for the University and the State of Wyoming.

As a result of this high level of visibility (via media coverage), intercollegiate athletic programs, in general, are often described as the “front porch” of a university. People very often see and draw conclusions about the university through the stories and images provided about athletics. So when athletics can achieve successes, people from throughout the country have a chance to draw positive perceptions about university as a whole. These positive institutional images have strong correlations to increased student enrollments, enhanced school spirit and state morale, strengthened university reputations, stronger alumni connections, greater levels of private fundraising and more positive legislative/ government support.

Intercollegiate Athletics also provides numerous contributions in the university’s objectives toward higher/ more effective levels of diversity and the creation of a learning environment that provides possibilities for individual growth, physical health, leadership development and mutual respect (sportsmanship).

Although athletic department diversity varies greatly among higher education institutions across the country, at the University of Wyoming, Intercollegiate Athletics provides opportunities for numerous minority groups (both employees and student athletes) that positively enhance the diversity level of the campus. Given that the state of Wyoming is often referred to as the “Equality State” and that diversity objectives are a key goal of the NCAA, which our athletic programs are a part of, the Intercollegiate Athletic Department is proud to assist the university in its ongoing goal of increased diversity.

With these areas supporting and complementing the overall mission / goals of the university, Intercollegiate Athletics has developed and implemented its own mission statement, which is articulated below:

INTERCOLLEGIATE ATHLETICS MISSION STATEMENT

The mission of the University of Wyoming Department of Intercollegiate Athletics is to provide an environment in which student - athletes complete their undergraduate college education and achieve athletics success at the highest possible level. As Wyoming’s only four year University, we are committed to offering a first class competitive athletics program at the NCAA Division IA level that promotes the values of the state and assists in carrying out the overall University of Wyoming mission.

CORE VALUES

- We must maintain a proper balance between academics and athletics.
- We support the student-athlete as a whole person – academically, athletically, in career development, community service, and related to personal well being.

- We believe college athletics develops discipline, character and teamwork...all necessary ingredients for individual leadership and achievement.
- Our student- athletes, coaches and staff must uphold a sense of character, honesty, and integrity as they serve as University and state ambassadors on a local, regional, national and international level.
- We believe we can achieve athletic success on a regional and national level. We must accomplish this without compromising any of our other core values.
- We believe long term athletic success increases exposure for the University's academic and research mission and provides regional and national exposure for the state of Wyoming across the United States.
- We must operate in a fiscally sound manner. We strive to balance state, university and self generated resources to create a competitive and appropriate budget.
- We believe first class facilities are an important part of our ability to compete at the highest level. We are committed to building and renovating the facilities necessary to be successful as well as maintaining the great facilities that we already have.
- We are committed to recruiting Wyoming students prepared for Division IA competition.
- We are committed to being a positive campus partner. We will strive to strengthen and build relationships with students, faculty, administrators, and staff from other areas of campus.
- We are committed to being a positive city, county and state partner. We strive to strengthen and build relationships with the Laramie City Council and the Laramie City operating departments, Albany County government, the Wyoming Legislature, and Wyoming state elected officials and state agencies.
- We believe in empowering individuals (student-athletes, coaches and staff) to make decisions that will lead to their success. With that privilege comes responsibility and accountability.
- We are committed to excellence in customer service. Every UW alumnus, ticket holder, fan or contributor must be treated with the utmost respect. We strive to communicate openly and honestly with every constituent.
- We will promote good sportsmanship in all athletic endeavors.
- We are committed to fair and equitable treatment of student-athletes and staff. We will maintain an environment that promotes gender equity and embraces diversity.
- Our work environment will be positive, enjoyable and family friendly.

ATHLETIC STRATEGIC PLAN FOR 2009-2014

With these core values in place and in use...Intercollegiate Athletics has completed its first 5 year strategic plan (2003-2008) and is embarking on its second strategic plan which will begin in 2009 and continue on through 2014. This new strategic plan will be referred to as "Wyoming Pride" and integrates the following four areas:

- **Athletic Excellence**
- **Academic / Community Success**
- **Equitable and Inclusive Environments**
- **Facility Enhancements**
- **Enhanced Campus Partnerships**

ATHLETIC EXCELLENCE

Although athletic excellence can and is defined differently based on the institution, at the University of Wyoming, we are defining it as:

"Athletic excellence is when our athletics programs finish in the upper-half of the conference and we secure Mountain West Conference championships. In individual sports, it is when student athletes compete for conference championships and national recognition."

Thus, to achieve athletic excellence, Intercollegiate Athletics must develop an approach that strategically defines areas of focus, based on our assets/resources which can then be effectively applied toward the challenges and obstacles that we are confronted with. An analysis of each sport must be conducted to determine, strengths, weaknesses, opportunities and threats. Since it is unrealistic and financially infeasible to fund all sport programs at the same level, strategically sound decisions must be made built around not only our ability to be successful but also our probability of success.

Once the analysis process is complete, strategic decisions not only must be made to allocate resources in an equitable manner, but also with the goal in mind of allowing for the greatest levels of success in both men's and women's sports. Strong investments must be made in:

- **Recruitment and retention of high potential student athletes and coaches**
- **Enhanced support services**
- **Improved and advantageous team travel methods**

Recruiting top quality student-athletes and coaches is the most critical element to achieving success both athletically and academically. To make this goal an ongoing reality, the following steps must be taken:

1. Provide the necessary resources for coaches to be able to properly evaluate prospective student-athletes as well as developing personal relationships with club/high school coaches, parents and the student-athletes themselves.
2. Strive to be on the cutting edge of technology as it relates to marketing our programs through the internet and utilizing internet technology to both identify and evaluate student-athletes. Becoming creative as it relates to technology is essential so link our University with the many different population centers (domestically and internationally).
3. Provide the appropriate level of financial support that allows us to overcome the challenges that are present due to our remote geographic location.
4. Enhance salary incentives to allow recruitment and retention of high level quality coaches and staffs.
5. Provide coaching staffs with professional training to enhance their skills and improve their ability to recruit high potential student-athletes.

ENHANCE SUPPORT SERVICES

Providing appropriate and effective support services for student-athletes is essential in order for them to develop and excel both athletically and academically. Key action items in this area are:

1. Provide our strength and conditioning training staff with the necessary equipment and support (financial and personnel) to properly develop and train the “total” student-athlete so that they may be prepared to perform at an optimum level.
2. Provide Sports Medicine (training room staff) with the necessary equipment and support (financial and personnel) to properly assess, prevent and treat/rehabilitate injuries and illnesses.
3. Provide state of the art technology to sport program coaches, in the area of computers and computerized editing/video equipment for both pre-game preparation, post- game review and prospective student-athlete evaluation.
4. Provide professional development opportunities for Head Coaches and Assistant Coaches in the areas of teaching, skill development, game strategies, etc.

IMPROVED AND ADVANTAGEOUS TEAM TRAVEL METHODS

One of the greatest obstacles to success that UW sport programs are confronted with is the numerous travel challenges including travel from a remote geographic location (Laramie), severe weather that closes highways, limited access to air travel available via the Laramie Regional Airport and ongoing financial problems with commercial airline carriers.

To address these significant issues or to at least minimize the competitive disadvantage that they present, the following plans must be investigated and implemented if possible:

1. Investigate ways (financially) to travel via charter flights vs commercial airlines. In the sports of men's, women's basketball and volleyball, where games are played in mid-week, difficult travel, lengthy travel periods and frequently missed class time puts our teams at a severe disadvantage both competitively and in the classroom.
2. Consider purchasing a minimum of 2 high end buses (47-55 passengers) that we could loan or lease to other groups when available and appropriate. Current bus travel in and out of Laramie, has reached a cost of \$175,000 or more annually. Lease or purchase of buses would provide some additional travel options for our sports teams instead of in-inefficiently expending monies with bus companies outside of our area. Perhaps a cooperative partnership with Trans Park could be established.

ACADEMIC/COMMUNITY SUCCESS

Critical to the mission of Intercollegiate Athletics is the balance that must be maintained between academic achievement and athletic success. To achieve these two parallel goals is frequently quite challenging and, in fact, quite often appear in opposition with each other. Due to these challenges support programs are implemented, modified and refined to make sure that both of these two goals can be successfully accomplished.

The continuation of our academic support review and planning leads us to the following objectives:

1. Improve our ability to effectively support our student-athletes who encounter difficult challenges with the transition to Division I athletics and the college academic/social environment. This is not limited to just international student-athletes, but applies to all student-athletes who are struggling with their transition to college.
2. Re-organize and improve our support structure in our academic support services to achieve higher retention numbers throughout our sport programs.
3. Provide support structure through academic services (athletics and university) to assist student-athletes with cultural changes. The time demands on student-athletes are extreme and the transition from one environment (i.e. rural or international) to the expectations of college can often be highly stressful and at times overwhelming.

4. Establish aggressive but achievable academic goals, regarding (but not limited to) the APR, GSR and sport team GPA. These goals should be established by each Head Coach in conjunction with their sport supervisor. Both short term (less than 1 year) and long term (greater than one year) goals should be established.

EQUITABLE AND INCLUSIVE ENVIRONMENTS

Within Intercollegiate Athletics a key goal should be to develop and nurture a culture that recognizes the value of an inclusive environment and how such an environment can positively affect team building from the individual level and department wide. Targeted ideas to accomplish this objective are:

1. Engage the staff in a training process to facilitate and support diversity during the hiring process for employees and during the recruitment of student-athletes.
2. Engage the university to assist with strategies that will provide avenues for international student-athletes to obtain guidance and assistance as they transition into the University of Wyoming and college life.
3. Integrate our student-athletes into the University community through increased involvement in university activities and community programs.
4. Continue to monitor gender equity and Title IX issues, with the goal of providing the best opportunities for both genders.
5. Develop and monitor the following Improvement Plans from the NCAA Certification process:
 - Gender Issues
 - Diversity Issues
 - Student-Athlete Well Being

FACILITY ENHANCEMENTS

One of the most important aspects of a successful intercollegiate athletics program are the training facilities, sports medicine facilities, meeting/video review areas, team rooms, academic support areas, practice venues and competition venues. Having quality facilities has perhaps become the single most important item when a coach or student-athlete is deciding whether to become an employee / student at a particular institution. Over the last 10 years, new facilities and enhancements to existing facilities has been a priority within the Intercollegiate Athletics strategic plan. This will continue to be a priority in our 2009-2014 strategic plan. The following will be key areas of concentration in the area of facility enhancements:

- Completion of east stadium construction including suites, club seats, concession areas, public restrooms, ADA access/seating, structural repairs, etc.
- Paving of stadium parking lot inclusive of new drainage system.
- Updating lower west side bathrooms and concessions in stadium including ADA improvements
- ADA improvements to Arena Auditorium and west side of stadium
- Improvements to Arena Auditorium including ADA improvements, renovations to concourse, enhanced lighting, handrails in aisles, completing historical timeline, updating training rooms and weight room areas
- Renovation and updating of football press box (west side of stadium)
- Construction of Indoor Tennis Center for UW and community use.
- Installation of lights at Louis S. Madrid Sports Complex (Soccer/Track)
- Re-surfacing of indoor track facility, updated lighting for Field house and scoreboard.
- New location for athletic facilities to operate from and to store equipment (i.e. mowers, tractors, snow removal equipment, trucks, etc)
- Convert current athletic facilities offices into wrestling offices/team rooms which will be immediately adjacent to their practice venue, competition venue and locker rooms.
- Evaluate possibility of separate basketball practice facility for men's and women's basketball programs
- Conduct a thorough review, needs assessment, cost/benefit analysis and funding plan to address Corbett Pool problems as a training and competition venue.
- Conduct a thorough review, needs assessment, cost/benefit analysis and funding plan for a golf practice facility. This should be a privately funded venture and should be a potential opportunity as a part of the east campus long range development plan.
- Continue to do office and hallway enhancements with updated furniture, carpet, wall designs, improved lighting, etc. First impressions during the recruiting process often require a "wow" effect with regard to facilities.
- Update and improve men's/women's track locker room
- Upgrade cardio/rehab/weight equipment in sports medicine and strength and conditioning areas

ENHANCE CAMPUS PARTNERSHIPS

Intercollegiate Athletics believes in the importance of being good partners with the numerous departments and personnel that make up the University of Wyoming campus. In one manner or another, our athletic department student-athletes and employees have interactions with every aspect of university. This includes all areas of academia, university administration / management, financial aid, payroll, human resources, university accounting, purchasing, housing, food services, campus transportation, the student union, the library, campus recreation, etc.

Positive relationships, built on mutual respect, have been established between Intercollegiate Athletics and these campus departments. At one time or another each of the areas on campus have assisted us and allowed to overcome some challenge or obstacle. We are both grateful and thankful for this continuing support and we hope that in some way, we have been able to be good partners as well.

A continuing goal of our strategic plan is for Intercollegiate Athletics to continue to seek out ways to enhance our existing campus relationships and nurture / develop new partnerships both departmentally and on an individual level.

To successfully achieve both the University's mission and that of Intercollegiate Athletics, the teamwork of the entire university is necessary. Working to be an effective part of the university "team" is a goal that Intercollegiate Athletics is committed to.

BUDGETS AND FINANCIALS

From a budget perspective, the University of Wyoming Intercollegiate Athletics program (\$22 million) remains at or near the bottom (8th or 9th ...out of nine schools) in the Mountain West Conference. The conference institutions which we compete against are Air Force, BYU, Colorado State, New Mexico, San Diego State, TCU, UNLV and Utah.

The UW Intercollegiate Athletic budget is made up of approximately 50% Section I (State) funding and 50% Section II (self generated) funding.

With the \$22 million budget, Intercollegiate Athletics funds 17 sport programs (8 men's sports and 9 women's sports) and a cheer squad. Our sports programs are:

Men's Sports

Football
Basketball
Wrestling
Swimming/Diving
Golf
Outdoor Track
Indoor Track
Cross Country

Women's Sports

Volleyball
Basketball
Soccer
Swimming/Diving
Golf
Outdoor Track
Indoor Track
Cross Country
Tennis

Support organizations (with operating budgets) within Intercollegiate Athletics are: Academic Services, Sports Medicine, Strength and Conditioning, Media Relations, Athletic Facilities, Athletic Equipment Room, Ticket Office, Marketing and Promotions, Athletic Concessions, Game Management, Athletic Directors Office (inclusive of Compliance and Senior Administration), Athletic Business Office and Audiovisual Services.

The Intercollegiate Athletic operating budget can be broken down into the following major categories:

Salaries/Payroll (approx. 115 employees)	\$7,998,158	(36% of budget)
*Scholarships (approx . 400 std-athletes)	\$4,573,911	(20% of budget)
Team Travel (17 sports)	\$1,703,000	(8% of budget)
Recruiting travel	\$560,950	(3% of budget)
Medical Insurance/Services	\$470,000	(2% of budget)
Game Guarantees (Visiting Teams)	\$1,041,500	(5% of budget)
*Spec. Proj. (Equip./ Facility Improvements)	\$293,337	(1% of budget)
Equipment/Supplies (Uniforms, Practice clothing, shoes, protective equipment, etc)	\$407,596	(2% of budget)
*Facility Maintenance (exclusive of payroll)	\$261,200	(1% of budget)
Game Operations	\$220,000	(1% of budget)
Video Scoreboard Loan (Stadium & Arena)	\$215,247	(1% of budget)
Athletic Concessions	\$299,000	(1% of budget)
Officiating Fees / Travel Costs	\$261,870	(1% of budget)
*Obligation to the General Fund	\$1,832,500	(8% of budget)
Conference Fees	\$400,000	(2% of budget)
Consignment Ticket Expenses	\$401,000	(2% of budget)
MWC Basketball Tournament Expenses	\$180,000	(1% of budget)
*Operating Expenses (Telephone, Printing, Repair/ Maint. , Postage, Freight, Copy/Photo Charges, Subscriptions, Office Supplies, Meetings/Convention travel, Food Service Costs, Dues/Fees, etc.)	\$1,201,294	(5% of budget)

***Note that most if not all of the funds from these categories are paid back to the University and returns back into the University “cash flow”.**

BUDGET CHALLENGES

With utilization of the Intercollegiate Athletics budget distributed as previously outlined, a number of challenges present themselves as we move forward.

In order to position our programs to be able to achieve “competitive athletic excellence,” resources must continue to be available and/ or improve both in our sport programs and our support services areas.

In the body of this document, it has been identified that it is extremely important to have appropriate funding for:

- Top level facilities
- Salary/incentive compensation to attract and retain highly qualified coaches and staff
- Travel / recruiting budgets that allow us to overcome the limitations of our remote geographic location
- Funds to keep our academic / compliance services, strength and conditioning, sports medicine, equipment room, and athletic facilities support operating at the highest level of support possible.

Intercollegiate Athletics must also continue to find ways to generate more Section II (self generated funds), which unfortunately is tied to having successful “winning” programs. Fans (ticket purchasers), corporate sponsors and donors all provide higher levels of financial support when they can become excited and passionate about a team’s success.

Over the last couple of years, a number of coaching changes (football, men’s basketball, volleyball, wrestling and soccer) have been decided upon. These changes will bear positive results in the upcoming years, which will lead to the higher levels of attendance, larger investments by corporate sponsors and greater levels of giving by our donors.

Potential Budget Reduction

Unfortunately, in the short term, the university, the state and the nation is dealing with an economic downturn. Although the State of Wyoming finds itself in better financial position than most of the U.S., that does not mean that we should not analyze, evaluate and prepare plans, in case the state and the University's financial situation worsens.

Intercollegiate Athletics, as a division of the overall university, has analyzed its financials and has developed 5% and 10% budgetary reductions. Both of these plans come with some concerning and unsettling consequences, so we are certainly hopeful that the university does not reach the point where these plans become a necessity. With that said, our **5% plan** is as follows:

1. Re-alignment of Athletic Training Curriculum (Academically focused - degree program – not athletic support unit)	\$85,000
2. Re-organize student athlete support areas (Strength/Conditioning, Training Room, OAS)	\$43,755
3. Downsizing Cheer/ Dance program (Wildfire)	\$16,000
4. Absorb W Club into Cowboy Joe Club operations	\$22,500
5. Reduction of Special Projects funding (Facility enhancements, special equip. purchases, etc)	\$74,200
6. Reduction of game guarantees (visiting teams)	\$230,000
7. Reimburse mileage for personal/courtesy vehicles (Use 75% of federal rate)	\$10,000
8. Reduce number of media guides and posters	\$10,000
9. Reduce professional development (Selectively attend and limit number of people)	\$10,000
10. Eliminate uniform expense in volleyball	\$20,000
11. Elim./reduce amount of UW coaches/staff equip.	\$12,000
12. Elim./reduce amts. of food/drink in media areas (Arena Auditorium, Stadium press box, UniWyo Sports Complex, etc.)	\$20,000
TOTAL	\$553,455

A ten percent **(10%) plan** would require these actions **plus the elimination of one or more sport programs.** Due to gender equity and Title IX, women's sports programs cannot be eliminated so certain men's sports would most likely be the programs that would be under consideration for elimination if the necessity for a 10% reduction becomes a reality.

Sport program elimination has occurred at the University of Wyoming before with the sports of baseball and women's softball.

As those who were involved in these previous sport program eliminations can attest, the consequences and the impacts of such a decision are significant, highly emotional and dramatically polarizing...and continue on for years... well after the action is taken.

Intercollegiate Athletics hopes that the state and the university's financial position does not reach a point where such a decision becomes necessary.

Division of Information Technology Budget Planning White Paper

March 13, 2009

The University of Wyoming has made tremendous strides in providing students with an exceptional and affordable education. The Division of Information Technology, through providing infrastructure and vital services to the university, is essential to the success of the institution, as well as to its students, faculty, and staff. The university, in its third academic planning cycle, has demonstrated its commitment to the goals of promoting access to higher education, fostering excellence, and cultivating leadership. As we face possible reductions in our funding it is important to retain the achievements we have made. Any reductions should be surgically made and not structurally deteriorate our gains.

The Division of Information Technology is a support services organization that supports the university's mission "to explore, create, and share knowledge, in areas that are meaningful to our constituencies and at a level of accomplishment that garners international recognition." Information Technology's primary objective is to provide a highly reliable, robust computing, communications & network infrastructure and customer-centric support services to the university's students, faculty, staff, and constituents.

The value of technology to higher education lies in its innumerable benefits and possibilities for providing colleges and students with the information, technological tools and support to thrive in the 21st century. The excellence of the university's technology has been achieved through support from the State of Wyoming, hard work of our employees and on-going university investments. The university's technology is on par with many of the best universities in the nation. The university's strategic use of technology has increased productivity, efficiency, learning and research.

Technology is integral to the operation and continuation of the institution. Its capital and resource intensive nature requires institutional, cost-effective planning. A campus-wide Information Technology Services Review (ITSR) was completed in 2005 by the consulting firm of RSM McGladrey to evaluate how the university might better utilize its technology investments. Based on the findings of this review, the consultants made a number of cost related recommendations. Many of the recommendations were implemented with savings resulting to the university. Additional savings can be realized by implementing some of the remaining recommendations. Three major cost issues found by the ITSR consultants are: duplication of efforts and resources within some departments; fragmented purchasing of technology resources inhibiting economies of scale; and budgeting constraints impacting the quality of technology services provided to the university community. Cost-saving initiatives recommended by the consultants but not implemented are detailed in Section Four.

Guided by the ITSR findings in 2005, Information Technology has since partnered with the WTBC, Health Sciences and the Alumni Association to provide some of their information technology functions centrally. Three Information Technology employees, funded by the departments, support the activities of these organizations. The success of these partnerships, and their associated cost reductions, should be considered for other similar implementations throughout the university. Where technology is concerned, we believe that these types of partnerships and the other consultant recommendations, outlined in Section Four, Item 1, have the greatest potential for cost savings. These partnerships and consultant recommendations also offer the least overall negative impact for the university as a whole and require the least amount of reduction of services and support. The savings gained can be accomplished by a reduction and elimination of duplication in personnel, hardware and services, and a better use of university resources at an equivalent or higher service level.

Section One
Basic UW three tier framework as viewed by Information Technology.

Core elements of UW mission are those elements that directly participate in teaching and learning, research, and service.

High priority activities that support the core are those activities and services that give the organization its purpose to exist and operate at the appropriate level to achieve the institutional mission of teaching and learning, research, and service; to advance the institutional vision; and to promote the institutional values.

Enhancements are activities and services that add value, maximize efficiencies, increase productivity or quality, leverage investment, or lower risk.

Section Two
The general major elements of UW’s current overall operations that belong to each of the three tiers outlined in Section One as viewed by Information Technology.

The elements listed below are broad and not inclusive of every high-priority activity and enhancement provided by the university through its various divisions. Through discussion of Information Technology’s functions for purposes of this review, the IT directors recognized that the divisions of the university operate in more than one of the three tiers. IT has listed a sampling of activities below.

<u>UW Mission Core Elements</u>	<u>High-Priority Activities Supporting the Core</u>	<u>Enhancements</u>
<ul style="list-style-type: none"> • Teaching and academic programs for undergraduate, graduate, and professional learning • Research activities and Technology Transfer • Service to Wyoming <ul style="list-style-type: none"> • Outreach • Extension • Health Services • Community and Economic Development 	<ul style="list-style-type: none"> • Student Services – recruitment, enrollment, retention • Information Technology – computing, networking, support. • Libraries • Supporting distance and campus learning environments • Support for developing and maintaining areas of excellence and distinction • Advancing access and diversity • Faculty development and recruitment • Research and related partnerships such as NCAR • Finance • Government Relations • Physical Plant • Human Resources 	<ul style="list-style-type: none"> • Auxiliaries • Division I Athletics • KUWR Radio • UWTV • Police • Museums

Section Three
Major services and functional elements of Information Technology as they apply to the three tiers.

Technology services at UW align similarly with those at institutions across the country. In *A Guide to Planning for Change* (Society for College and University Planning, 2008), Donald M. Norris and Nick L. Poulton demonstrate that the transformational value of institutional information technology in the 21st century is through the following tools and activities:

- Open architecture applications, Web. 2.0 (collaboration model), action analytics
- Ubiquitous technology/wireless
- Portalization
- Networks preeminent/Web native/security
- Leveraging technology to improve performance, reduce costs
- Leveraging technology to reinvent processes, strategically realign programs
- Alignment/analytics

As *A Guide to Planning for Change* further points out, investments in technology achieve differentiation in the marketplace and, by substantially changing business processes and practices, achieve the institution’s strategic potential. In recent years UW has strengthened its position by making significant technological investments that are important to UW’s mission and to UW’s competitive standing in relationship to comparator institutions.

<u>High-Priority Activities</u> <u>Supporting the Core</u>	<u>Enhancements</u>
<ul style="list-style-type: none"> • Information Technology Center • Campus Data Network • Internet Access, including BiSON • Student Computing Labs ----- • Administrative Applications - Institutional Advancement, Financials and HR (PeopleSoft), Student Information System (Banner) • Network and Data Security • Application Security and Access • Classroom Technology Support • Computer Help Desk • Telecommunications Help Desk • Desktop Support • Faculty and Staff E-mail * • Data Center Operations • WyoWeb Portal • UW’s WWW and Other Servers • Student Lab Servers • Data Storage and Backup • Telephone Network 	<ul style="list-style-type: none"> • Wireless • Server Redundancy • Redundant Systems Support • Software and Computer Training • Student Computing Support • ResNet Support (Greeks, 2nd tier Residential Network) • IT Website • Student Email * • Microsoft Campus Agreement for Students * • Microsoft Campus Agreement for Faculty and Staff • IT Business Process Support • IT Service Management Software * • PC Maintenance • PC Sales • Modem Pools * • DSL Service * <p style="font-size: small; margin-top: 10px;">* Items also discussed in Section Four</p>

High-Priority IT Activities That Support The Core

The Division of Information Technology's high-priority activities support the core elements of the university's mission by providing students, faculty, and staff with high performance computing and networking, technical support for systems and applications, computer support and training, and telecommunications services. Information Technology provides these essential technology services to all the university's students, academic units and administrative units meeting needs with a reliable, robust computing, communications and network infrastructure.

There are four key, recognized areas of technological achievement at UW that are particularly critical in support of UW's mission:

1. **Information Technology Center.** The center includes a state-of-the-art, highly redundant data center with type Tier II+ capacity that provides a secure and reliable environment for all of UW's central servers, new student computing lab, video-conferencing rooms and training rooms.
2. **Campus Data Network.** A highly robust campus data network supplying bandwidth to meet all the university's operational, academic and research demands. Nearly every aspect of education, research, or administrative functions today is dependent on accessing computing and data resources. A robust, redundant, high capacity, and accessible data network is essential for providing connectivity between computer users and computing resources. The university offers both a state of the art wired network as well as a complementary campus-wide wireless network.
3. **Internet Access and BiSON.** A robust Internet connection is essential to the mission of the university. The BiSON network loop is a redundant, high-speed and high-capacity optical network developed and supported by a partnership between UW, CSU, NCAR, NOAA and others.
4. **Student Computing Labs.** Paid for by student fees and tuition, the student computing labs enhance educational accessibility and learning. More than 200 software applications for academic classes are provided to students. Remote access implemented in the last biennium has removed geographic constraints by making the lab system accessible to students from any location in the world with Internet access.

Other Information Technology services and infrastructure that support the core are:

5. **Administrative Applications: Institutional Advancement, Financials and HR (PeopleSoft), Student Information System (Banner).** UW IT supports many different administrative applications that allow UW departments to store, analyze and act on key operational information in order to complete necessary business functions including but not limited to hiring, payroll, accounting, fund raising and student-related services. The administrative applications are supported through a series of best practice processes and procedures that allow for stable, scalable, and secure systems.
6. **Network and Data Security.** Protection of university data, computing resources, and individual workstations from viruses, malware and Internet hackers is essential. A host of technologies are in place to protect the university network including firewalls, intrusion prevention systems (IPS), anti-virus systems, patch management systems, and network monitoring tools.
7. **Application Security and Access.** This service is provided to ensure that access to the information in administrative systems is restricted to only those personnel that need the information to complete their job functions. This is a critical level of security that works in conjunction with network and data security.
8. **Classroom Technology Support.** This small service unit was only recently established to provide support for technology equipment in the central classroom pool. It offers technical support and assistance to instructors for all 150 classrooms and learning spaces on campus.

9. **Computer Help Desk.** Fielding more than 22,000 contacts per year, this help desk is the first level support for technology related inquiries for UW students, faculty, staff, and affiliates including, but not limited to support for computer and data issues, configuring and accessing email, WyoWeb login and use, computer accounts, passwords, access to IT servers and systems, software, and security.
10. **Telecommunications Help Desk.** This Help Desk coordinates moves, new installations, and changes of telephone and data for the campus, provides problem diagnostics and coordinates repair for telephone and data services. In addition, this unit is responsible for billing IT offerings and provides answers to billing questions.
11. **Desktop Support.** Providing in-person technical and functional support to all faculty and staff, this small group of computer support specialists assists UW employees by deploying and maintaining computer desktop and laptop systems; configuring hardware, network connectivity, and security; and installing software that are required to meet the business and academic needs of each department.
12. **Faculty and Staff Email.** E-mail has become an essential technology for communications and daily operations. MS Exchange 2007 e-mail and electronic calendaring is provided for all faculty and staff.
13. **Data Center Operations.** The ITC Data Center houses the university's central computing operations. IT's Data Center Operations is responsible for operating and maintaining the ITC Data Center's monitoring, electrical system, network cabling, cooling and building automation to ensure all function properly to protect equipment and prevent network and computer outages.
14. **WyoWeb Portal.** Implemented as part of the Banner student information system, WyoWeb provides UW constituents with multiple communication and collaboration tools while also providing secure access to UW information, administrative forms and data, email, calendars, administrative systems and academic systems to students, faculty and staff. Students utilize WyoWeb to perform registration activities, check and accept financial aid, pay bills, access online courses, and ensure progress towards graduation. Faculty use WyoWeb to review and post class information, post midterm and final grades, perform advertising activities and access advisee data. Staff use WyoWeb as a portal to current news, events and individualized information.
15. **UW's World Wide Web and Other Servers.** The WWW and other central servers provide the essential computing and storage facilities required for classes, research and university administration. A wide variety of servers are supported for many functions including WWW, e-mail, directory and authentication, administrative applications, teaching and learning, research, and data storage.
16. **Student Lab System.** Servers provide students with state-of-the-art computing environments for file and data storage, print services, software distribution and usage monitoring, Web sites, student login management, antivirus services to protect the lab system, and remote access from the Internet. The servers and systems that comprise the Student Lab System provide a highly reliable and secure computing infrastructure; ensuring students are exposed to real world computing and software.
17. **Data Storage and Backup.** Protecting institutional data is critical for continuing operation of the university. All data associated with the central servers is stored on storage area networks located in the ITC data center. This data is backed up daily, both to tapes located in Laramie and tapes located in Cheyenne.
18. **Telephone Network.** Information Technology operates a telephone system and voice mail system for faculty, staff, and students. The system supports approximately 6,000 telephones and approximately 2,200 voice mailboxes.

IT Support Enhancements

Technology, be it in a single classroom, the connection to the world through the Internet, or anything in between, provides supplemental pedagogical avenues and content to enhance teaching, learning and instruction. Distance education and academic involvement can be accommodated in new, exciting ways through existing and emerging technologies. Throughout Wyoming and UW, technology has improved resource availability that was previously limited by the vast size of our state to benefit a much wider and more diverse audience than ever before with new and enhanced opportunities for communication, collaboration and community-building. Pervasive in virtually every university function, technology offers enhancements to improve student academic success, contribute to curriculum revitalization, increase access, deliver distance learning, enable research networks, facilitate administrative business processes, and cultivate leadership and life-long learning. For this reason, technology enhancements that support the university's mission and operation are of high importance for many of our users. This section describes Information Technology's major enhancement areas. Some of these items are also discussed in Section Four with possible alternative approaches.

1. **Wireless Networking.** UW's broadly deployed campus wireless network serves a mobile campus. According to ECAR's national 2008 Study of Undergraduate Students and Information Technology, 82.2% of students own laptop computers and 66.1% now own and use Internet-capable cell phones. The rapid pace of innovation in mobile devices is making them a universal communication tool, which enables personal services anywhere at any time. New mobile capabilities offer options to deliver course content, support field work and capture research data.
2. **Server Redundancy.** Significant effort is spent developing server redundancy so that failures affect a limited number of people or are not noticed at all.
3. **Redundant Systems Support.** Due to UW's decentralized nature of technology islands across the institution, a number of redundant systems providing equivalent functionality have been purchased by departments. Some are partially or fully supported by IT
4. **IT Software and Computing Training for Faculty, Staff and Students.** Information Technology offers technical software training on a variety of Microsoft core applications (Access, Excel, PowerPoint, Word, Outlook), Adobe software, and some other applications and training that are unique to UW including the Content Management System (web authoring tool), the UW Survey Tool, data encryption, and security seminars. Training increases productivity and efficient use of software. Through the Microsoft Campus Agreement, free online e-Learning is available for core desktop application. IT also offers training CDs for certain Adobe products.
5. **Student Computing Support.** The Academic Support Unit is a technical information and assistance resource that is available to help students meet their academic goals using computing resources on and off campus. Students can depend on full time staff to assist them with configuring their personally owned laptops to connect to campus resources, protecting and cleaning their systems using UW provided antivirus software, and identifying potential hardware and software problems. Many open computer labs are staffed with lab assistants who are available to help students who use student computing resources.
6. **ResNet Support (Greeks, 2nd tier Residential Network).** IT partners with staff of Residence Life & Dining Services to track and troubleshoot student computing issues.
7. **IT Website.** The IT Web site provides information and is a conduit for access and two-way communication exchange. Information provided by IT online to the university community includes service information, self-help instructions, network outage notifications and other information.
8. **Student Email.** E-mail has become an essential technology for communications. MS Exchange 2007 e-mail and electronic calendaring is provided for students' use.

9. **Microsoft Campus Agreement for Students.** Students now receive the Microsoft Office Suite for Windows and Apple, and Windows Operating System upgrades at no cost through Information Technology's Microsoft Campus Agreement. The program is beginning its third year of availability and was funded by the Wyoming Legislature in the previous biennium.
10. **Microsoft Campus Agreement for Faculty and Staff.** The university also holds a Microsoft Campus Agreement that provides Microsoft Office, Office for Mac and Windows Operating System upgrades for all institutionally owned computers which allows UW to purchase computers with the cheapest operating system and upgrade them to enterprise operating systems at no additional cost.
11. **IT Service Management software.** IT currently uses ITSM from FrontRange Solutions Inc. to document and track issues and resolutions related to UW's IT infrastructure.
12. **IT Business Process Support for UW Departments.** Through existing personnel, UW Information Technology offers a number of services to campus in the area of business processes: analysis, software needs analysis and selection, total cost of ownership analyses and other related services. If IT purchases and services were centrally planned and implemented, the need for many of these services would decrease, resulting in lower IT expenditures both short and long term.
13. **Computer Sales.** Sales of both Dell and Apple computers provides preferred models and purchasing advice at a discount for faculty, staff, and students. This function greatly assists with helping standardize computers. This function generates revenue that supports most of the cost of the operation.
14. **Computer Maintenance.** This group does warranty and non-warranty repairs of computer hardware for faculty, staff, and students. Like Computer Sales, this area generates revenue that supports most of its cost of operations. In a tight economy, it is more common to repair computers than buy new. As part of Information Technology's agreement to sell Apple we currently have a contractual obligation to repair Apple computers.
15. **Dial-up Modem Pools for Faculty, Staff and Students.** The university provides free modem service for faculty, staff, and students to access the Internet and UW computing resources from home. Most users today have replaced the use of modems with DSL or cable modem service.
16. **DSL Services.** Information Technology initially offered DSL network service in order to encourage Qwest to offer DSL access in Laramie. Since that time, DSL and cable modem services have become ubiquitous.

Section Four

Possible other approaches to create budget flexibility and relieve persistent budget pressures.

Where possible, the university should seek to eliminate redundancies and increase process efficiencies, often by the use of technology. To minimize or prevent the impact of budget reductions, the university should explore increasing various revenue streams. Although tuition increases do not add much to the university's revenue, they might provide enough to save some worthwhile services.

Any budget reductions – technology or otherwise – should first be the result of applying a framework to create cost efficiencies and should not be made the expense of the sacrificing quality. Several university-wide technology cost issues of long-standing and non-essential or duplicated services offer opportunities for cost savings. The section below first lists possible technology areas for budget flexibility and then lists more general items for consideration. Technology Item 1 consists of cost savings recommendations from the Information Technology Services Review completed by a consultant in 2005. Technology Item 2 suggests discontinuing technology services provided for faculty and staff where alternative services are available. IT highly recommends and endorses these two items for consideration above all others listed. Most of the remaining technology items could save money for the university but may reduce service

levels or negatively impact users who prefer the current service and support offering in its present form. These items should be thoroughly evaluated by IT and discussed with users prior to any technology item being considered for implementation. Technology items are listed in priority order. For most items possible cost savings cannot be determined until a further review is conducted.

Technology Related Approaches

1. University-wide initiatives recommended in the April 2005 UW Information Technology Services Review. As mentioned in the introduction, Information Technology has successfully partnered with the WTBC, Health Sciences and the Alumni Association to centralize some information technology functions. The success of these types of partnerships and their potential cost savings to the institution should be considered for application throughout the university. Specific ITSR 2005 recommendations are:
 - a) **Eliminate duplication of hardware, software and personnel by centralizing various technology resources to IT and maximizing the use of those resources.** Roughly one third of UW's technology positions reside outside of the Division of Information Technology. These positions are widely dispersed across the university and lack central coordination. The support of individual departmental systems is often the responsibility of one or two individuals, who have to have an unnecessarily wide skill set. Security measures and policies for these systems vary from department to department and are not at the level of centralized servers maintained by IT. Many of these departmental systems are extremely vulnerable to damage or destruction if a disaster should occur or if a department's single systems administrator leaves the department – the lack of depth in personnel often places these departments at risk. The lack of appropriate security of some departmental servers, some of which do not meet basic environmental, security and administration policies, compromises university data and overall network security. Poor security jeopardizes all computing resources that are connected to the university's network.
 - b) **Centralize Technology Purchasing. Centrally procure, license and upgrade of all University computing hardware and software.** Centralized technology procurement captures economies of scale and achieves consistency to reduce overall costs to the university. Significant savings could be realized with centralized purchasing.
 - c) **UW Technology Planning Council review of technology initiatives and major technology purchases.** The UW Technology Planning Council, recommended by the ITSR in 2005, was created and is in place. The initiative review process recommended by the ITSR has not been implemented. The process would establish an upwards communication mechanism for technology initiatives for all UW large-scale technology projects and technology projects affecting multiple UW departments, whether academic or administrative, through which colleges and departments could better communicate their needs for technology implementation and support.
 - d) **Single domain with sub-UWYO domains.** The existence of multiple Microsoft (MS) Windows domains within the university's network infrastructure compounds the complexities and coordination of network administration activities several fold. The ability to implement upgrades, patches, anti-virus, and general computer administration is complicated when multiple domains are involved. Domain trust relationships are difficult to maintain and often fail when the university is operating several domains. The greater the number of domains there are, the greater is the likelihood of unnecessary failures. This problem has been significantly reduced as a result of the RSM McGladrey review and subsequent reduction in new domains. However existing domains continue result in significant costs for the university to maintain, including ongoing costs of computer maintenance. The need for department domains has been significantly reduced, or eliminated, with the support of OUs (sub-domains) in the UWYO domain.

2. **Discontinue modem pools and DSL Services.** The university can save a small amount of funds by dropping modem service and terminating contracts on the associated telephone circuits. Other vendors now supply cost effective DSL services, thus eliminating any obligation on the university's part to continue in this service. (See Section Three for description.)
3. **Replace SAS and SPSS statistical software packages with less expensive or free statistical software alternatives.** Information Technology funds two major statistical programs that are in use by academic and administrative offices – SAS and SPSS. Less expensive or free open source alternatives are available. Students, instructors, and administrative staff would be expected to learn the new programs, which could ultimately alter some curricula.
4. **Consider eliminating or replacing the Microsoft Campus Agreement for Students.** Microsoft Campus Agreement with Student Option allows all enrolled students the right to obtain and install, at limited or no cost, select Microsoft products on their personally owned computers. As alternatives, students could access the Microsoft Office productivity applications (Access, Excel, Word), through the remote lab system or in student computer labs. Google Apps or Microsoft Live.EDU are also alternatives to consider but there are downsides to these applications.
5. **Consider replacing Anti-virus Software Provided to Faculty, Staff, and Students.** The cost of providing antivirus for faculty and staff machines could be reduced by offering packages that offer less functionality or require more human intervention. Depending on staff to ensure their antivirus is up to date will increase the risk of users getting infected and increase costs associated with rebuilding and restoring data to compromised computers. Costs for antivirus for student computers can be reduced by suggesting free editions of other antivirus programs; risks of infection may increase.
6. **Consider eliminating the Web Conferencing product Elluminate.** The university pays over \$40,000 per year for the Elluminate web-conferencing product. New services planned by Information Technology will offer functionality similar to that of Elluminate with little or no additional cost. Many, perhaps all, UW users could replace Elluminate with the other, less expensive options.
7. **Limit modifications to core administrative applications.** UW currently modifies many of its administrative vendor-provided software packages to change the way the software works to better fit UW business processes. This requires significant personnel time (if done by UW personnel) both initially and during future upgrades and requires large payments to consultants if done externally. Using the software as designed and instead changing business process would reduce functionality to campus but would save costs. A shift in paradigm to truly minimize modifications to core administrative applications would impact many business units across campus as business processes would need to be reviewed and modified and significant employee training efforts would be required.
8. **Evaluate replacing IT Service Management software.** Open source products exist that could potentially provide the required functionality, and additional features, with no purchase cost and no ongoing fees to pay to a vendor. The replacement of ITSM with another product would require the time for a research and selection process and an extensive amount of additional work in learning, implementing and testing the new application by personnel across IT.
9. **Redundant Systems Support** (e.g., Sakai, document imaging systems). Due to UW's decentralized nature of information technology purchases, a number of redundant systems providing equivalent functionality have been purchased by various campus departments. There is more than one system on campus in, but not limited to, the areas of video-conferencing, email, document imaging, course management, accounting and data reporting. Providing a centralized purchasing and support function for all significant technology investments would allow UW to more cost effectively meet its needs while reducing personnel costs, duplicated hardware and contracted software support costs.
10. **Outsource some IT services.** Information Technology has often considered various outsourcing alternatives. Rarely are these alternatives cost effective without a major reduction in features or services but occasionally there are exceptions. One example is Information Technology's outsourcing of the Sakai course management platform. Because of the ever changing technology landscape, outsourcing options should always be considered and evaluated. There are typically significant concerns associated with outsourcing including restrictive contracts, escalating costs, decreased service levels, negative job impacts for current UW employees, loss of direct control over

sensitive data, basing technology decisions solely on cost rather than value to the mission of the university, and the difficulty and cost associated with bringing services back in-house if outsourcing does not work as expected. Some services such as student email, currently provided by IT, could potentially be outsourced to software and hardware vendors or third-party private companies. Some universities are using *Google Email* for students. Outsourcing student email could be evaluated. If implemented and successful, then faculty and staff email could be considered.

11. **Working with, and having agreement from the Division of Administration and others evaluate replacing PeopleSoft Financials (PISTOL) with Kauli Open Source Financials.** As an open source product specifically designed and maintained by a consortium of higher education institutions, Kauli has no purchase cost and no ongoing fees, significantly decreasing the year-over-year operational costs. The replacement of PISTOL with Kauli would require retraining of IT resources, the potential for additional IT personnel (at least during implementation), significant changes to University financial business processes and an extensive amount of additional work in learning, implementing and testing the new application by accounting personnel across UW. This would be a significant undertaking and would not yield immediate cost savings.
12. **Delay server hardware and software upgrades on administrative and other applications, including Banner, Advance and PeopleSoft.** Software vendors support a particular version of a software package for a defined period of time. During this time they provide mandated changes to the software based on federal and state regulations (e.g., payroll, taxes, withholding). Periodic software updates are required in order to ensure that UW is on a vendor-supported version of the software. Server hardware is replaced every 3 to 4 years in order to provide consistent performance as usage of systems grows. Because hardware maintenance increases as equipment grows older, replacing hardware at regular intervals often reduces maintenance costs. Delaying upgrades for hardware and software can only be considered a short-term cost reduction strategy that increases risk of failure and problems.
13. **Reduce training and accompanying travel expenses for IT staff.** This could contribute some savings but is not preferred due to the known negative impact on employee knowledge, skills, and productivity. Formal training is important for IT staff to maintain technology skills and application knowledge as well as keeping up with technology innovation that may be evaluated and possibly adopted for use at UW.
14. **Eliminate and/or reduce maintenance contracts for server hardware and software (High Risk)** Hardware and software maintenance for UW administrative systems is expensive. Eliminating hardware maintenance contracts and purchasing support on time and materials basis carries higher risk and potentially significant delays in repairing problems. Most administrative software includes a yearly maintenance contract, which UW pays to ensure the availability of support and new releases. For some UW software packages, it would be possible to drop maintenance contracts while continuing to use the software. For some software there are support options from a third party other than the software company, often at a significantly reduced yearly cost, but they come with the risk of not having vendor support in the event of a critical failure, not being able to provide new functionality and the eventuality that new software would need to be purchased and implemented, likely at a higher cost than continuing to pay maintenance.

Other Approaches for Possible Discussion

Information Technology tried but quickly realized it does not have the sufficient background, experience or knowledge to suggest or adequately discuss specific budget reductions throughout the other divisions and colleges. That said, some generalities are listed below might appear to be possibilities for discussion.

1. **Explore ways to reduce personnel costs.** Personnel costs represent approximately 75% of the university's Section I Budget. In some cases, reductions in personnel costs have the potential to provide cost savings while minimizing reduction in services. However, in some cases workloads could suffer offsetting any cost benefit. Some suggestions to consider:
 - a) **Early retirement buyout options.**
 - b) **Less than full-time benefited position voluntary options (30-32 hour weeks) with commensurate reduction in salary and proration of some benefits.**
 - c) **Unpaid voluntary short term sabbaticals for staff.**
 - d) **Four day, 40 hour, Monday - Thursday summer work week, closing most of the university on Friday** to save on facilities and operating costs. A number of universities, community college districts, public schools, state and local government have implemented or are considering this option. The State of Utah has put 17,000 of 24,000 employees on a 4 day work week. The State of Virginia recently introduced a bill to their Legislature entitled "Work 4 Savings" asking for a four day work week. Some of the universities that have offered 4 day summer work weeks include NYU, Syracuse, Dartmouth, Kent State, Missouri State University, Georgetown University Libraries, and University of South Carolina.
 - e) **Reduce summer work week below 40 hours and adjust salaries accordingly.**
 - f) **Reduced pay to employees who are given the option to work from home a portion of the week.**
2. **Hire an organizational consultant** to evaluate administrative and support departments for process changes that would create better efficiencies and to evaluate personnel functions that can be reduced or eliminated.
3. **Focused evaluation on UW's administrative processes** to remove inefficiencies and determine where technology can make processes more efficient.
4. **Centralize or consolidate duplicated services**, in addition to the duplicated technology services found by the ITSR consultant and noted in Item 1, that are presently distributed in multiple departments and that are either funded or subsidized by Section I to eliminate duplicate costs, as an example the various HR administrative functions performed by departments.
5. **Implement a formal Sustainability Program** across campus with conservation, recycling, adaptive re-use, and other "green" best practices embedded at every level of operation. Accomplish this through initiatives that educate the community about sustainability and facilitate and reinforce the practice of sustainability and the benefit of conservation cost savings.
6. **Consider outsourcing some services**, where truly cost effective. Services that might be possible candidates are those with equivalent private industry counterparts. Services such as trash removal, motor pool, grounds maintenance might be candidates for outsourcing but opportunities for outsourcing direct services may be limited in Laramie. As pointed out above in technology Item 10, outsourcing must be carefully considered and is usually not cost effective over the long term.
7. **Consider dropping or partnering non-essential services**, similar to the modem and DSL technology services noted in technology Item 2, which have outlived their necessity. Possibilities may include Ross Hall dining now that food service is available in the Classroom Building as well as the Union.

Technology is in a state of constant evolution. An "interdependent world", referred to in the university's mission statement, is reflected in the many ways that teaching, learning, research and communication have evolved with the advancement of technology. There is a valid expectation on the part of students and parents that UW will provide high quality educational access and services, as well as deliver services that support and cater to the needs of all student users -- expectations that the Division of Information Technology prides itself in meeting and aiming to exceed. Should budget reductions become necessary, the Division of Information Technology will continue to provide the best possible technology support to the university with the resources we have.

Budget Planning White Paper

Constituent Group: Deans' and Directors' Council

Contributing Members: Kay Persichitte (Constituent Group Leader); Rollin Abernethy; Anne Alexander; Myron Allen; Nicole Ballenger; Ingrid Burke; Robert Ettema; Maggie Farrell; Francis Gale; Mark Greene; Jeffrey Hamerlinck; Duncan Harris; Brent Hathaway; April Heaney; Audrey Kleinsasser; Susan Moldenhauer; Maggi Murdock; Jane Nelson; Mark Northam; Jerry Parkinson; Don Roth; James Steidtmann; Beverly Sullivan; Oliver Walter; Dorothy Yates

Submitted to the Office of Academic Affairs: March 13, 2009

On February 12, 2009, Provost Allen charged the Deans' and Directors' Council of the University of Wyoming to develop a white paper that would provide input regarding internal reallocation of budgets in response to the current worldwide economic recession and Wyoming Governor Freudenthal's request of all state agencies to develop budget proposals for 5% and 10% reductions in state-funded budgets for FY 2010 and beyond. We recognize the importance of this task given our University Plan 3 efforts and view this as an opportunity to focus on what the University wants to achieve in the coming years. The Deans' and Directors' Constituent Group wishes to thank President Buchanan for the opportunity to develop this white paper and respectfully requests that we continue to be engaged in decisions regarding the implementation of any budget reduction measures.

The Deans and Directors of academic units engaged in a process to gather unit level input while collaborating to formulate a synthesis of commonalities and priorities. Two ground rules governed our work: (a) emphasis on preserving and advancing UW's academic quality and stature and (b) budgetary measures consistent with the University's mission statement, vision, and university plan. The academic units represented here are at the core of "our mission to explore, create, and share knowledge, in areas that are meaningful to our constituencies and at a level of accomplishment that garners international recognition." It is worth noting the importance of interdisciplinary programs crossing departmental and college boundaries as deans and directors prioritize these programs within their own majors. This process brought to light potential long-term deleterious impacts of decisions that might impact recurring expenditures of Section 1 state funds¹. The University has a history of decisions made during similar financial downturns from which we can learn. Budget reduction decisions should take into consideration the longer-term strategic elements of our respective University Plan 3 (UP3) documents in order to stay true to the two ground rules for this process.

As a comprehensive land grant university and the state's only university, the University of Wyoming has a broad mission for education, research/scholarship, and state service. By far our largest constituency consists of our undergraduates, who expect the University to provide them with learning opportunities of the highest quality as well as the opportunity to complete their undergraduate degrees in a timeframe of four or five years. Not to meet the expectations of this constituency is to place the legitimacy of the entire university in jeopardy. In addition, if the University views itself as a major land grant university, research, graduate education and service to the state are essential. Budget priorities must, then, be viewed through this lens. Since about 95% of each academic unit's legislatively appropriated Section 1 funds are committed to faculty, staff, and student salaries, any major cuts (or shifts in funds) would entail eliminating staff and faculty positions. Such reductions, without innovative restructuring, could adversely affect the core elements of the University described below. However, an incisive consideration of the University's academic enterprise is essential. We, as Deans and Directors, must ask

¹NOTE: ALL references in this document to "Section 1" funds refer to state-appropriated funds; these funds are fully distinct from federal Section 1 funds.

ourselves if we are doing too much, if there are things we can do without, and if there are things we can do differently. In addition, it will be essential to consider other budget reduction (shift) areas, such as support budgets and a set of miscellaneous smaller-scale fiscal opportunities that may not be sustainable. Such suggestions are included here knowing that support budgets have not kept pace with inflation and that salary savings are currently being used to prop up support, personnel, and research startup budgets. Having said this, many of the cost reduction strategies listed below target non-essential student and support services rather than academic affairs. This is because academics are the core of the University's mission, and therefore should not bear the brunt of budget cuts. We also include here recommendations for increasing revenue streams as a strategy to address any potential shortfall.

Our primary focus was UW's Section 1 budget (general funds) but we have examined other portions of the budget, including those sustained by self-generated revenues. Most university units depend upon both Section 1 and Section 2 funds for daily operations and we recognize that reductions in Section 1 funds may adversely impact Section 2 funds and/or operations. An important consideration is that reductions of Section 1 funds do not adversely impact the University's capacity to generate Section 2 funds. On the other hand, in some instances increasing reliance on Section 2 funding can and should free Section 1 funds to offset potential state reductions.

Undergraduate teaching, research, and learning

The University's mission is to deliver high quality undergraduate learning experiences, both within disciplines and in integrated interdisciplinary programs. Much has been written about what constitutes high quality undergraduate education; many of these metrics create tradeoffs under a scenario of budget reductions. For example, small classes, widely recognized as providing the best learning experiences and also identified by UW as the distinction of personalized education, are not budget efficient. That said, an examination of our undergraduate teaching enterprise will require the University to identify redundancies in expertise and course offerings in order to increase efficiencies. Also, the University should determine efficient modes of course delivery that balance effective teaching and budget constraints.

It remains to be seen if the recent downturn in the economy will affect enrollments at the university. Among the possible effects on enrollments are altered changes in motivation and in levels of background preparation of students coming to UW for the next few years. As we examine budget cuts in the undergraduate programs, we should keep these possible effects in mind. The University Plan 3 (UP3) outlines academic goals and areas of distinction and we should continue to use the university planning process to define priorities.

Graduate teaching, research, and learning

Short-term adjustments in Section 1 funds must not adversely affect the quality of graduate education and research. These activities are central to the University's mission, and depend extensively on Section 1 funds, as well as Section 2 funds. However, a measure for excellence in graduate and professional education should be how well students and faculty are thriving. We might certainly question the health of a program that graduates one Ph.D. student every two or three years. The Carnegie Foundation for the

Advancement of Teaching has published several books about graduate and professional education that contain good indices that UW could use for judging quality in its graduate programs. For example, we might consider reviewing and restructuring graduate and professional education for greater alignment with the quality indicators identified in the 2008 *The Formation of Scholars*. Successful strategies at UW have included building programs from courses and expertise available in several departments, the creation of interdisciplinary programs, or elimination of a graduate program in favor of creating a highly successful and nationally recognized undergraduate program. Though the short-term fiscal benefits of such decisions may be minimal, these scenarios provide the opportunity to emphasize what differentiates us as a university (e.g., a highly personalized learning environment) and as inter-dependent academic units.

Sections One, Two, & Three.

The Deans and Directors of UW's academic units do not believe that it is appropriate to separate the core elements of this university from the major elements of our essential operations or from the inherent academic mission of this constituency group — even across the three tiers elaborated below. Consequently, the three sections have been combined.

Core elements of UW's mission: all targeting student learning outcomes

The University mission statement and university planning should always guide the core of the university. Excellence in these core areas is critical to the mission of the University and the essence of what the University "is." These activities should not be compromised by budget reductions. Within core activities, however, there are component activities that may not be core to the University. Each college and unit should independently examine its operations, focus on core elements, and seek budgetary efficiencies through elimination of non-essential activities. The core elements of the University's mission are:

1. Teaching and Learning
 - a. Undergraduate programs (general education & academic majors)
 - b. Graduate programs
 - c. Professional programs
2. Research, Scholarship, and Creative works
3. Service to Wyoming
 - a. Outreach (delivery of academic programs and facilitation of service to the state)
 - b. Clinical Health Care Services [Health Sciences]
 - c. Professional Service [Education, Law, Veterinary, Engineering, Psychology]
 - d. Extension (faculty, field, cultural, and Research and Extension Centers)

High-priority activities that support the core (in no particular order):

These activities are essential to the core. Most are illuminated in UP3 as areas of distinction, and each can be shown to support at least one of the three core elements outlined above. It is appropriate to analyze each activity to determine efficiencies and to continue to strive for quality in program services. Reductions in these areas may reduce competency and quality.

- Recruit and retain high performing faculty

- Ensure reasonable faculty capacity to meet program need
- Maintain/provide competitive salaries
- Recruit and maintain graduate assistants for teaching and research
- Provide competitive research support and incentives
- Ensure faculty support for travel, research, and development of internationally recognized scholarship
- Maintain excellence in library information services (collections, personnel, and operations of University Libraries and Law Library) and continue to pursue membership in the Greater Western Library Alliance (2012)
- Support statewide access to UW distance academic programs through Outreach distance delivery supported by revenue sharing with academic units
- Maintain sufficient support staffing (e.g., technical, fiscal)
- Maintain excellence in IT support services and access to computing resources
- Maintenance of the physical plant and a safe environment
- Maintain excellence in other academic units identified as highly visible and significant to areas of distinction in the UW strategic plan (e.g., American Heritage Center, UW Art Museum)
- Provide excellence in practice sites for professional faculty
- Provide student services sufficient to ensure effective recruitment, enrollment, student success, course selection, counseling, advising, financial aid support, etc.
- Ensure faculty support services for instructional innovation and competency
- Provide appropriate oversight of graduate education and collaboration between research and education
- Maintain facilities and centers that provide research opportunities and promote research to the public
- Support clinical and diagnostic centers that support research and provide services to state agencies and state initiatives
- Maintain or develop partnerships in support of state initiatives and/or mandates
- Maintain centers that enhance instruction and provide tutoring and services for students
- Provide facilities that support the fine arts for instruction and public performances

Enhancements:

The University provides many services and programs that enhance the core of teaching and learning. These activities add value to the university but are not considered essential. The University Planning process is instructive in determining which programs are essential neither to the fundamentals of a 21st century education nor to UW's areas of distinction. For our purposes, enhancements are considered all activities which do not align directly with the mission of the institution or the delivery of the core. We believe that there are potential budget reductions across many enhancement areas (either by scope of the program or depth of funding); below we have suggested broad Section 1 reductions for several of these areas, but specific reductions are best identified by those respective University units with detailed knowledge of line item budgets.

Section Four.

We provide these suggestions as examples of how we might preserve the essentials of our mission but do everything possible to avoid decisions that compromise the long-term integrity of the university. We are reminded that in the last 20 years UW has performed numerous self-examinations. Virtually every unit has been reviewed multiple times and deemed worthy of existence. We provide the suggestions below with some concern that any redistribution of Section 1 funds includes some flexibility for dean/director control in addition to central control. Any plan must be composed of multiple options and combinations (e.g., increasing tuition, slowing hiring, furloughs) to enhance revenues, reduce expenditures, and leverage existing efforts/opportunities, so such suggestions will be evident in our recommendations. To the extent that these suggestions include Section 2-funded activities, it is with the expectation that increases to Section 2 funds would directly reduce dependence on the Section 1 budget.

We recognize that there are some efforts which deserve consideration and exploration but which may not result in short-term net budget improvements. In this category we include the following suggestions: examination of all internal operations to find efficiencies and cost savings, green initiatives (developing a sustainable institution to decrease utility and operational costs), examination of support operations to see how they can be run at maximum efficiency, placing a moratorium on all new degree programs, pruning of the curricula and review of degree requirements across graduate and undergraduate programs.

These suggestions have several foundational guidelines:

- Notwithstanding any mandated budget reductions, the University should remain a comprehensive university with recognizable programs of distinction.
- Overall, UP3 should guide decisions concerning core elements and programs of distinction, and these units should be protected so far as possible from Section 1 reductions.
- Shifting Section 1 budget load off enhancement areas is a reasonable expectation under current circumstances.
- Reduction of Section 1 funds should leave vice presidents, deans, and directors, with maximum flexibility for deciding how to implement such reductions.
- Any budget-adjustment plan must be composed of multiple options and combinations (e.g., increasing tuition, slowing hiring, furloughs) to enhance revenues, reduce expenditures, and leverage existing efforts/opportunities.

The total (conservative) estimated net positive effect for the Section 1 budget is \$12.847M (approximately 7% of state-appropriated funds) from these suggestions. Many suggestions have unknown potential or long-term fiscal effect.

Calculations of estimated net gains in the following two tables are based on these data (available from the *University of Wyoming Operating Budget 2008-09*):

- Total Section 1 Budget = ~\$240.18M. This includes some non-flexible federal funds. 5% of this total = ~\$12.01M.
- Total Section 1 state-appropriated funding = ~\$184M. 5% of this total = ~\$9.2M.
- Total Support Budget (B2000) = ~\$37.71M.
- Total Academic/Instruction Section 1 Budget = ~\$97.64M.

Expense Reductions

<u>Suggestion</u>	<u>Recurring or 1-Time</u>	<u>Comments</u>	<u>Estimated Net Gain for Section 1</u>
Reduce support budgets	Recurring	Across UW -- 3% reduction [1% of UW Section 1 support budget = \$377K]	3x\$377K = \$1.13M
Furloughs	1-Time	2 days during summer for all employees, including closure of the university; salary and benefits savings: \$706K/per day	\$1.412M [> ½% of total UW Section 1 budget]
Reduce Athletics dependence on Section 1 funds	Recurring	Reduce Section 1 funding (\$11.6M) by 10% of its UW Section 1 budget; replenish funds from Section 2 and/or reduce budget	\$1.16M
Identify academic unit cost efficiencies (including those related to course delivery within and across colleges & academic support units)	Recurring	Reduce Section 1 funding (\$98.5M) by 1% of its UW Section 1 budget across Academic Affairs units as determined by Deans and Directors ; examples might include: <ul style="list-style-type: none"> • Reduce start up packages for new faculty • Examine faculty and staff workloads • Combine and share some positions/services across divisions or university-wide units • Reduce mailings and printings; rely more on email and web distribution • Increase class size • Reduce faculty overloads • Require/enforce minimum enrollment • Review low enrollment programs • Reduce redundancy of offerings (e.g., one statistics class that would support various disciplines) • Reduce elective offerings • Examine requirements for all degrees & USP 	\$.985M [AA units use ~41% of total UW Section 1 (\$240.18M) = ~\$98.5M]

Modifications to UW Foundation policies	Recurring	<ul style="list-style-type: none"> • Reduce fee ratio for all development transactions • Centralize funding for CDO salaries/benefits through Foundation, while maintaining unit assignment and direct influence for targeted development. • Support entirely with non-Section 1 funds 	\$1.73M
Student Services	Recurring	Reduce Section 1 funding (\$10.5M) by 5% of its UW Section 1 budget; replenish funds from Section 2 and/or reduce budget	\$.53M
Evaluate broad service commitments that are not central to mission	Recurring	Examples: Wyoming Technology Business Center, Economic Development Council, others	unknown
Explore reductions to University-wide units not essential to academic core	Recurring	All support units should be considered. One example: Institutional Support—Division of Administration has current Section 1 funding of \$28M (excluding the Foundation with separate recommendations, above). Reduce budget by 5% of its UW Section 1 budget.	\$1.4M
Administrator salary adjustments (our group’s recommended salary levels varied from \$75K to \$150K)	1-Time	Two options were discussed: no salary increase for AY 09-10 and cap on current salaries. The group was split on both. Dual arguments: 1) net benefit is one time and negligible given the potential loss of critical leadership personnel at a time when they are most needed; and 2) such a commitment/ demonstration of good will could build significant morale. No raise for those at or over \$150K = ~\$198K	<i>potential</i> \$.198M+ [not included in total]
TOTAL			\$8.347M+

Revenue Enhancements

<u>Suggestion</u>	<u>Recurring or 1-Time</u>	<u>Comments</u>	<u>Estimated Net Gain for Section 1</u>
Tuition Increase	Recurring	5% increase for all Hathaway neutral impact	5x\$300K = \$1.5M
Laboratory and course fees	Recurring	Unavoidable if support budgets are reduced	unknown
Tax on release time accounts	1-Time	Current university-wide: \$5M; 10% tax	\$.5M
Central Staff Salary Management (CSM)	Recurring		\$.8M
Implement multiple measures to increase indirect cost recovery	Recurring	<ul style="list-style-type: none"> • Negotiate increases to federal, state, and industry contract accounts • Significantly reduce IC waivers • Require IC component for internal grants (e.g., SER, EORI) 	unknown
Increase all TransPark fees	Recurring	Support entirely with non-Section 1 funds	\$.35M
Increase student health fees	Recurring	Currently, \$92/student per semester (more in the summer) generates approximately \$1.67M in revenue, not quite covering their cost of \$1.7M. Increase fees to \$150 per student per semester, generating over \$2.7M.	\$1M
Increase students studying abroad through faculty led programs or official exchange partnerships	Recurring	Shifting it to: 60% through faculty led programs, 30% exchange – tuition revenues would rise to \$584,000 (approx), an increase of \$267,000.	\$.26M
Examine non-revenue generating university land		Potential sale or development to become revenue-generating	unknown
TOTAL			\$4.5M+

Budget Planning White Paper

Constituent Group: Faculty Senate

Contributing Members: Hannelore Mundt (President of Faculty Senate); Jay Puckett (President-elect of Faculty Senate); Budget Planning Committee members: Gerald Andrews; Margaret Cashen; Maohong Fan; Patricia Hamel; Lynne Ipiña (Chair); John Kambutu; Linda Keefauver; Mary Martin; Debora Person; Owen Phillips; Jauque Schuman; Bryan Tronstad; Faculty Senators Steven Aagaard, Michael Barker, Stephen Bieber, Craig Douglas, Warrie Means, and Alan Schroeder

Submitted to the Office of Academic Affairs: March 13, 2009

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

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

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

- Take into account unintended consequences
- Make academic decisions for academic reasons
- Be flexible to make exceptions that preserve the integrity of programs and units
- Allow Divisions to target their own cuts
- Make cuts proportional to recent budget growth and total budget size
- Scrutinize Administration budgets as they have grown disproportionately in this decade
- Plan for some Divisions to tap Section II sources for management
- Seek savings outside Core areas. Areas of high priority and enhancements are ones where savings may be found.
- Use this document to highlight short-term savings
- Start longer-range planning with special emphasis on unit and division reviews of efficiencies and reorganization
- Use voluntary programs whenever possible for workload reductions
- Bear in mind always that we have a sacred trust

The White Paper is to include four sections:

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

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

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

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

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

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

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

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

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

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

University services such as the auto fleet, copying services, gathering centers like the Union, and extra-curricular events, though they add considerably to the atmosphere of a vigorous university and are general conveniences, are not

absolutely vital to the core mission of the university. They are also important tools for recruiting and retention of new faculty, staff and students. As enhancements, these services will suffer, and the cuts in these areas illustrate the damage that a 5% cut in budget will cause.

Including athletic programs among the enhancements should not be seen as the historical struggle between academics and athletics. Athletics lend a unifying element to the widespread areas of academic interest that may have little or no interaction with one another. In full understanding that athletic programs are integral to the community's development of body as well as mind, that these programs foster leadership and confidence, and that they bring in considerable money to the university, they are neither highlighted among the university's centers of excellence, nor do they play a very prominent role in the Academic Plan.

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

Core elements:

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

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

High-priority activities that support the core:

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

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

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

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

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

Enhancements to the core:

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

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

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

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

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

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

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

Core Rationales:

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

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

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

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

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

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

Student support: The University's mission of promoting teaching is useless without a student body. All of the student support services that bring students together with the university and strive to retain them are important to the core mission. The Hathaway Scholarships have made it possible for recent high school graduates to attend college who may have lacked the chance before. Easy access to classrooms, instructors, advising, health care, and libraries are instrumental to student success. Planning for their success brings serious considerations. Are we putting too much stress on our required first year courses? Does this impact our teaching faculty by stretching them too thin? Would some undergraduate students be better directed into the community colleges for their first year?

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

High-priority Activities Rationales:

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

Business and Economic Development: Support of the Wyoming Technology Business Center, the Office of Research and Economic Development, the School of Energy Resources, and other centers with the goal of promoting an active economic environment for the community and the state is of primary importance for stated goal of excellence. To establish a foundation for a healthy economy for the state and a future for Wyoming researchers and academics, we need to support economic development. Grants from the business incubator and a focus on energy, environmental, and science fields influence the direction of the state. Our rural environment offers a laboratory for this type of advancement and positions us well to lead the country in some of these areas.

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

Enhancements to the Core Rationales:

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

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

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

Carbon-Neutral Target -- unknown value

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

Efficiencies – unknown value

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

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

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

INTRODUCTION

Since its founding in 1886, the University of Wyoming has sustained its strength through difficult and demanding times. Anyone familiar with Wyoming's boom-bust economy knows that UW is well prepared to withstand the current economic downturn.

In the face of our nation's significant financial challenges, the University of Wyoming remains a remarkable institution strongly supported by the state of Wyoming, dedicated faculty and staff, and numerous passionate donors, alumni, and friends.

As we navigate these uncertain times, the University of Wyoming must develop a comprehensible budget strategy that advances *access*, advocates *excellence*, and promotes *leadership*. This plan will continue our momentum and build upon the substantial progress made by our institution during its 123-year history.

This process begins with an assessment of UW's mission, priorities, and enhancements.

SECTION ONE

Briefly define each tier in a three-tier framework for thinking about the University of Wyoming's expenditures.

"Education is the transmission of civilization."
~ Ariel and Will Durant

I. Core elements of UW's mission

The core elements of the UW's mission focus on learning. They are the basic values on which we will dynamically create our future and articulate the institution's purpose:

- Teaching – students, faculty, academics
- Research – faculty research, laboratories, industry cooperation
- Service – reaching out to Wyoming through outreach programs and agriculture extension, as well as service within our institution

As the only public university in Wyoming, we must guarantee that our resources support teaching, research, and service, as each contributes to UW becoming one of the nation's finest public land-grant research universities—a clear statement of intent outlined in the university's mission statement. These values should be our first priority and last to experience budget cutbacks.

Moreover, the university's mission statement further clarifies the core elements: "As Wyoming's only university, UW is committed to outreach and service that extend human talent and technological capacity to serve the people in our communities, our state, the nation, and the world."

II. High-priority activities that support the core

High-priority activities at the University of Wyoming must support the core and sustain the elements fundamental to delivering on the promise of the university's mission.

When considering these endeavors, we look to the university's mission statement once again as our guide: "In the exercise of our primary mission to promote learning, we seek to provide academic and co-curricular opportunities that will:

- Expose students to the frontiers of scholarship and creative activity and the complexities of an interdependent world;
- Ensure individual interactions among students, faculty, and staff;
- Nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect; and
- Promote opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the university community."

Consequently, we must supply resources for these high-priority activities as they directly support teaching, research, and service. They may include activities such as economic and community development; responsible stewardship of our cultural, historical, and natural resources; building excellence in capital facilities and infrastructure; building excellence in human capital; and athletic excellence and achievement. These high-priority activities are outlined in the university's planning documents.

III. Enhancements

In order to advance the core elements of teaching, research, and service through high-priority activities, UW must provide strong direction—not just within the university but also extending throughout the region, the nation, and the world and into the future.

Enhancements will augment university programs and supply priorities with improved, advanced, or sophisticated features. These features may be defined as the actions that improve all of the university's core elements and high-priority activities.

Next, we turn our attention to an understanding of how the university's operations fit into the three-tier framework.

SECTION TWO

Which major elements of UW's current overall operations belong to each of these three tiers?

"Education is the most powerful weapon which you can use to change the world."

~ Nelson Mandela

I. Core elements of UW's mission – Operations

When considering what operations belong within the first tier, we look again to *Creation of the Future 3* for guidance. Areas of distinction are those areas that the university is committed to reinforcing and refining. Accordingly, we view the following as fundamental:

- Core Elements in Science and Technology –
 - Noteworthy progress has been made in energy resources in relatively short period of time. We should further expand and enhance energy-related teaching and research, energy research centers, and statewide energy-related outreach, as delivered through the curriculum of the School of Energy Resources (SER) and all of the colleges that support SER.
 - It is crucial to continue planning and support for UW’s high-performing computing infrastructure, including our important work with the National Center for Atmospheric Research.
 - Interdisciplinary programs in water resources should remain a priority, as this issue has global reach and will advance the university’s reputation nationally and internationally.
- Core Elements in Environment and Natural Resources –
 - We have firmly established a reputation in the area of environment and natural resources, as witnessed by the work of the Haub School, Ruckelshaus Institute, SER, and College of Agriculture. We must reinforce this standing with our budgetary commitment.
- Core Elements in Cultural Assets, Arts, and the Humanities –
 - As is stated in the university plan, UW is the state’s “natural hub for the fine and performing arts and creative endeavors.” We are a national leader in this area, thanks to the dedicated efforts of talented staff, faculty, and students at the UW Art Museum, American Heritage Center, and the College of Arts and Sciences. Consequently, we must remain committed to their continued success and achievement.
- Core Elements in Life Sciences –
 - UW has a long tradition of strength in the life sciences. The university’s planning documents call for lasting commitments from faculty in the Colleges of Agriculture, Arts and Sciences, and Health Sciences to sustain this momentum. Additionally, we advocate full budgetary support incorporating the new Berry Center in UW’s research mission and programs of study.
- Core Elements in Graduate Education –
 - The university should fully endorse graduate and professional education across the university with additional fellowships and assistantships. Graduate education is imperative for world-class research institutions, and our commitment will determine the type of institution we hope to become. Graduate program goals must also include assessment of student learning in graduate programs.
- Core Elements in History and Culture of the Rocky Mountain Region –
 - UW should support additional measures that bolster the institution’s already substantial presence in this field, including additional majors of study in Religious and American Indian studies, as well as interdisciplinary activities, an essential characteristic of UW’s curriculum.

Essential to each of these operations is the university’s ability to ensure a superior education that is both accessible and affordable. This principle is embedded in UW’s mission statement, and it faithful to the intent of a public land-grant institution. As a consequence, we should move to support initiatives that encourage access and affordability so that

“students enter college with the right preparation, begin their college careers with the right courses, and have access to the right tools and resources to succeed.”

II. High-priority activities that support the core – Operations

By closely examining the areas of distinction through the lens of university planning documents, operational activities that bolster teaching, research, and service are easily identifiable. They include the following:

- Activities that build excellence in human capital –
 - As is stated in *Creation of the Future 3*, “the foundation for an excellent university is excellent people.” We support practices and policies that nurture this ideal including the hiring, retention, and promotion practices of faculty, administration, and staff that are essential to quality UW programs.
- Activities that promote diversity and internationalization –
 - The budget must support programs that provide an advantageous environment for university students to acquire the competencies necessary to be successfully engaged in a changing, challenging, and interdependent global society.
- Activities that build excellence in facilities and infrastructure –
 - Current tier 1 projects within the university’s capital facilities plan are high-priority projects, and we look forward to the completion of these essential physical enhancements. Tier 2 and 3 projects certainly support high-priority activities; however, we should revisit the feasibility of these projects in our budget strategy.
- Activities that promote professions critical to the region –
 - UW needs to play a leadership role in the region, particularly in professions that are critical to the region’s future. As outlined in *Creation of the Future 3*, these professions include health care, education, business and economic and community development, and law and public policy. Putting resources into health care and education creates healthy well-informed individuals, while focusing on business and economic and community development and law and public policy shapes tomorrow’s greater society.
- Activities that foster achievement and excellence in athletics –
 - The benefits of athletics extend far beyond the football field and the basketball court. Student athletes, whether they play for UW or an intramural team, learn to value hard work, team effort, and leadership, which contribute to their success in future careers. UW also brings the state together to cheer on the Pokes—to revel in their successes and to seek consolation in defeat.

III. Enhancements – Operations

Enhancements are activities that would streamline the university and prepare it to continue its strong record of teaching, research, and service. Please refer to Section Four for these suggestions.

Now, we will examine the operations of the University of Wyoming Foundation and how these endeavors fit within the framework.

SECTION THREE

Which major elements of the University of Wyoming Foundation belong to each of these three tiers?

“Education is for improving the lives of others and for leaving your community and world better than you found it.”
~ Marian Wright Edelman

The University of Wyoming Foundation was formed in 1962 by the UW Board of Trustees to raise, receive, and manage private gifts, and since then the Foundation and the university have crafted an important partnership.

This enterprise has resulted in notable levels of private and public support for many university initiatives from scholarships, to faculty chairs, to academic and athletic facilities.

Private giving to the University of Wyoming reached new heights during FY 2008 as the university raised a record-setting \$43 million, the single largest fundraising year in UW’s history. The total gifts and pledges raised in FY 2008 elevated UW’s five-year average for private giving to more than \$30 million a year, another considerable milestone for the university. In the last five years, the number of endowments at UW increased from 884 in 2004 to 1,102 in 2008.

From 2001 to 2008, \$233.6 million in private gifts have been received to the benefit of UW. Furthermore, significant support for UW continues to be made available from the state’s matching fund. During the same time, UW has received \$84.65 million in state endowment matches, \$43.35 million in state matches for academic facilities, and \$16 million in state matches for athletic facilities. When totaled, the university has received a remarkable \$377.6 million in private gifts and state matching funds since 2001.

There is no doubt that fundraising is a considerable revenue source for the academic and athletic programs at UW.

Beyond the numbers, the advantages a private foundation provides to a public university are significant. They include the following high-priority activities:

- Investment Management –
 - Institutionally related foundations can invest private gifts with greater flexibility, increasing the revenue available to the primary institution.
 - Foundation board members are recruited for their investment management expertise and their ability to raise private support for the institution.
 - *Example: UW Foundation staff and board members combine diverse areas of expertise to bring a wealth of financial experience to the management of the foundation’s investments. At the core of the foundation’s investment policies—that strive to achieve a balance between current requirements and future needs—is providing a stable and growing income stream to the university while preserving the purchasing power of the endowment assets.*
- Donor Confidentiality and Stewardship –
 - Foundations maintain donor records and safeguard donor privacy.

- Laws mandate that records and meetings of state institutions be open to the public. Foundations are able to keep confidential gift records, wills, trust agreements, correspondence, and other personal documents related to gifts.
- Foundations ensure that gifts are used in accordance with donors' wishes. Foundations are accountable to donors and distribute annual reports on fund performance.
- *Example: UW Foundation IT staff maintain, update, and preserve the integrity of the Advance alumni and donor database, a fundamental asset for UW used by various campus constituencies.*
- Independence –
 - A foundation provides a means of keeping private and public funds separate.
 - Foundations have the ability to administer successful and highly professional fundraising programs.
 - Foundations can offer greater flexibility in gift acceptance and in the distribution of unrestricted dollars for university needs.
 - *Example: The UW Foundation administers advanced giving programs in the areas of Planned Giving, Corporate and Foundation Giving, and Annual Giving, creating connections for alumni, donors, corporations, and foundations and leveraging those associations to support UW fundraising priorities.*
- Leadership –
 - Foundation boards can operate in a businesslike approach and provide an engaging role for prominent business leaders, alumni, and other successful individuals who are willing to commit their time and talent to support the institution.
 - Foundation board members can extend the institution's sphere of influence nationally and internationally.
 - Foundation board members contribute personally, serving as leaders and examples for other donors, volunteers, and students. They also help foundation staff with prospect identification, solicitation, and stewardship by leveraging their influence to secure additional gifts.
 - *Example: The UW Foundation Board of Directors and the UW Board of Trustees have created a dynamic partnership and consistently collaborate on issues important to the future of UW, as apparent by recent conversations about endowment issues.*
- Entrepreneurial Activities –
 - Foundations can develop for-profit opportunities such as real estate or commercial ventures that advance the mission of the institution while protecting the university from the risks associated with such investments.
 - Foundations may provide flexible financing for university needs, construction projects, and/or special programs in support of institutional priorities.
 - *Example: The UW Foundation was instrumental in the construction of the University of Wyoming Conference Center. It was built using private gifts from the McMurry Foundation and the estate of Clara Toppan. The balance of construction costs were financed by the UW Foundation.*

Foundation programs are among the highest priority activities at UW, and they are fundamental in supporting the core elements of UW's mission.

Let's review some of the most noteworthy recent examples of UW private support to illustrate the Foundation's contributions to the university's core elements of teaching, research, and service:

- \$17 million from the estate of Clara Toppan to support various UW programs and endowments
- \$10 million from the Wolf Creek Charitable Foundation to create the Robert and Carol Berry Center for Natural History and Conservation
- \$5 million from John and Mari Ann Martin and Mick and Susie McMurry and their families to name the playing surface at War Memorial Stadium, Jonah Field, and to provide additional funds for construction projects outlined in the Strategic Plan for Intercollegiate Athletics
- \$5 million from Jim Nielson for an endowment for SER
- \$5 million from BP America in support of programs within SER
- \$5 million from the McMurry Foundation for a College of Business Dean's Excellence Fund
- \$4.2 million for Curtis and Marian Rochelle Athletics Center
- \$3.6 million from the McMurry Foundation for the University of Wyoming Conference Center and the Wyoming Technology Business Center
- \$3.2 million from Vice President Dick Cheney and Mrs. Lynne Cheney for the Cheney International Center and Study Abroad programs
- \$3 million from Fay and Roy Whitney to establish the Fay W. Whitney School of Nursing
- \$3 million from Helga and Erivan Haub for an endowment to rename the Helga Otto Haub School of Environment and Natural Resources
- \$3 million for the Bill Daniels Chair of Business Ethics
- \$2 million from EnCana Oil & Gas USA for new research laboratories for the university's petroleum engineering program
- Additional key gifts have been received in support of the Alan K. Simpson Institute for Western Politics and Leadership, the Ellbogen Center for Teaching and Learning, SER, and each of the colleges and units

Without the levels of private support raised and invested by the UW Foundation and the state matching dollars leveraged by those gifts, certain programs could not flourish, some priorities would not be possible, and still other activities would fall short.

With this important partnership in mind, as well as the current market conditions impacting university endowments, the UW Foundation has been proactive in exploring budget-cutting measures, with specific focus on how Section I savings may be initiated while still strongly and successfully supporting UW's mission. Currently, 32.6% of the UW Foundation's budget comes from Section I funding and 67.4% is self-funded.

Upon recognition of the dramatic downturn in the economy, the UW Foundation has taken a critical eye to its budget and, as a direct result, foundation expenses have been cut by 12% in FY 2009 (a reduction in the current fiscal year budget), including leaving vacant three positions in the departments of Annual Giving, Advancement Operations, and Financial Services and cutting a third senior-level administrative position in National Ambassadors (Denver office). In addition, the UW Foundation has examined its operations for added savings, including further programmatic cuts in the areas of Marketing and Communications, Annual Giving, and facilities planning. As we plan for FY 2010, the UW Foundation will

hold the line on its budget in anticipation of further economic challenges. Additionally, in the future the UW Foundation will strategically review all vacant positions to determine the impact of leaving them vacant.

With reference to National Ambassadors, the program has been reorganized to focus on stewardship and major gift fundraising activities. Donor stewardship forms an integral part of the fundraising cycle and, done well, is a powerful tool for ongoing fundraising success. We believe that these proactive changes elevate the role of stewardship and recognize that an investment of time and effort in stewardship for major donors will bring benefits to UW for many years to come.

Moreover, the enhanced focus on stewardship takes into account the impact of the current financial crisis on higher education philanthropy. Now is the time to improve communication with donors, show understanding, and provide alternatives to making current gifts and future commitments. This new focus will keep UW's case for support in front of our constituents.

The prior National Ambassadors model included a board of directors (which has been dissolved), as well as business partnerships, internships, and student recruiting initiatives. These auxiliary efforts will no longer be a function of the program. The new model—one we are calling a development council—will focus on resources and activities that more efficiently support the foundation's fundraising mission.

In the final section, we evaluate new approaches that give strategic direction to budget planning.

SECTION FOUR

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

"Remember that our nation's first great leaders were also our first great scholars."
~ John F. Kennedy

The following campus-wide measures are proposed in an effort to create flexibility for the UW budgeting process, as well as to mitigate persistent budget stresses.

- **Athletic Team Travel:** Initiate a comprehensive review of all athletic team travel policies.
- **Business Center Model:** Combine essential accounting and business management activities into a central office within each college/unit instead of individual staff assigned to each department within a college/unit.
- **Consolidate Call Center Operations:** More effectively utilize the UW Foundation call center for various calling operations on campus, including those currently outsourced by the UW Alumni Association. Additional opportunities could include the call center operation within the Wyoming Survey & Analysis Center and fundraising or membership drives for UW Athletics and Cowboy Joe.

- **Consolidate Major Giving Efforts:** Continue to examine the appropriate model to centralize major giving functions and personnel under the administration and supervision of the UW Foundation. This will create budget flexibility and allow for more efficient use of personnel for university fundraising activities.
- **Paperless Campus:** Initiate a “paperless campus” by delivering various official announcements, bulletins, form letters, invitations, etc., exclusively through electronic methods such as UW staff and faculty list-servs, WyoWeb, and e-mail. As part of this assessment, evaluate programs across campus for more efficient document workflow, including using online forms and processes.
- **Outreach Tuition Policy:** Increase tuition rates for nonresident UW Outreach students to the nonresident tuition levels for on-campus students. Currently, outreach students (undergraduate and graduate) are charged tuition based on their student standing.

UNIVERSITY OF WYOMING

OFFICE OF RESEARCH AND ECONOMIC DEVELOPMENT

Relevant background

As the only four-year research university in Wyoming, the University of Wyoming has a responsibility to foster research and development not just on the campus but on behalf of the entire state.

The traditional core mission of the Office of Research and Economic Development is to serve UW researchers by providing assistance in submitting proposals for external funding and providing support in accounting and compliance with award requirements. In addition the office is increasingly involved in the state's economic development. Changes in the global economy have led to a fundamental shift in the strategies needed for economic success. Wyoming will succeed in the new economy by increasing the educational attainments of its people, and helping them in developing new products, services and business models, through research, and by transforming existing businesses to make them more productive. UW assists in all these endeavors through the research office's Economic Development Outreach Program in partnership with the Wyoming Business Council.

The Office of Research and Economic Development is composed of a number of units that enable it to fulfill both its research and economic development missions. This document presents a comprehensive plan for the Office of Research and Economic Development, followed by unit-level plans for:

- Office of Water Programs,
- Wyoming Natural Diversity Database
- UW-National Park Service Research Station
- Wyoming EPSCoR/IDeA Programs,
- Research Products Center,
- Wyoming Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) Initiative,
- WyomingEntrepreneur.Biz Network (including the Small Business Development Center, Gro-Biz, and Market Research Center),
- Wyoming Technology Business Center, and
- Manufacturing Works.

Mission and values:

The core mission of the Office of Research and Economic Development is to:

- enhance a culture of research and development at the University of Wyoming;
- provide support and regulatory services for externally-funded research, including educational opportunities and grants administration;
- provide support for faculty research through start-up funding, core facilities, seed funding and major equipment matching programs;

- foster and celebrate the research accomplishments of undergraduates, graduates and faculty, including sponsorship of the President's Speaker Series and Undergraduate Research Day; and
- provide service and education to Wyoming small businesses so they can increase employment and build wealth.

5% and 10% Budget Reduction Scenarios:

Many units of Research and Economic Development are primarily supported on Section II funds, however, we have identified several areas where cuts could be made if necessary.

5% of our Section I budget is equivalent to \$101,988. To meet this level of reduction we would reduce the Wyoming Technology Business Center (WTBC) support budget by \$11,661; the Wyoming Natural Diversity Database (WYNDD) personnel budget by \$13,261; and the Climatology Research support budget by \$77,066.

10% of our Section I budget is equivalent to \$203,976. To meet this level of reduction we would reduce the Wyoming Technology Business Center (WTBC) support budget by \$11,661 and their personnel budget by \$11,661; the Wyoming Natural Diversity Database (WYNDD) personnel budget by \$26,412; and the Climatology Research support budget by \$154,242.

Both WTBC and WYNDD would seek to increase Section II revenue to offset the reductions. There is not Section II funding available for the Climatology Research support budget and the decrease will significantly impact our ability to support this program.

Other Recommendations (not in priority order):

- **Combine staff support** – does every department on campus need a full-time department secretary and/or bookkeeper? Efficiencies would be gained and specialization could occur instead of expecting one person to do everything. Two models to consider:
 - ✓ Centralize staff support by college/administrative unit instead of having dedicated staff in each department.
 - ✓ Combine support for smaller departments within a college/administrative unit.
- **Furloughs** – require all employees to participate in a furlough program. This should be done in a way that reflects the relative financial impact on employees at different levels. For example, classified staff could be required to be on a furlough for one day; all other employees could be required to be on a furlough for two days. Also, to minimize the morale issue, allow the employees to chose the day they want to take.
- **Start-up funding for new faculty** - we currently require potential hires to provide a detailed list of equipment, GAs, etc, for start-up funding. The start-up requests have been increasing steadily for the last few years. Considering the current economic environment

and that many institutions are not hiring, there is opportunity to bring start-up requests back to a reasonable level.

- **Increase tuition and fees.**
- **Indirect costs** - During the next negotiation period for Indirect Costs (FY10), attempt to negotiate a higher indirect cost rate. Be consistent in the application of the rates; do not allow waivers for indirect costs unless it is required by the sponsor (i.e. U.S. Department of Education, Private Foundations). Do not allow reduced rates for industry sponsors.
- **Save on electricity** – At night and on weekends, turn off all computers, monitors, lights and any other equipment that has a parasitic power use.
- **Go green on campus** –
 - ✓ Reduce cost of power, utilities and landscaping (would require initial investment).
 - ✓ Stop printing and distributing flyers to every employee. Use technology more effectively to communicate.
 - ✓ Adjust thermostats down in winter, up in summer.
- **Computer replacement** - put the computer replacement program on a 5 year plan as opposed to 4 years.

Division of Student Affairs – Budget White Paper – March 2009

The Division of Student Affairs recognizes the importance of examining budgets and establishing institutional priorities given the state of the national economy and the Governor's request to identify specific strategies to reduce general fund budgets should that become necessary. The guiding principles of this document include preserving and advancing the University of Wyoming's (UW) academic quality and stature and ensuring that any budget increases, decreases or reallocations be consistent with the mission, vision and strategic plan of the University.

The directors in the Division of Student Affairs participated in the development of this document. Section one provides a three-tier framework which defines the core elements of UW's mission along with high-priority activities that support the core and enhancements from a Student Affairs perspective. Section two uses the three-tier framework to describe the overall operations of UW, again from a Student Affairs perspective. In Section three, Student Affairs department directors have reviewed their units and noted their high-priority activities that support the core and enhancements to the core. Finally, Section four includes ideas to create budget flexibility and help to reduce budget pressures.

Section I. Defining the Framework from a Student Affairs Perspective

A. Core elements of the UW Mission

UW Provides:

One of nation's finest public land-grant research universities.

UW provides a high quality educational experience for its students, competitive with opportunities available through other public land-grant research universities across the country. As Wyoming's only public university, UW serves a unique educational and research mission for the state.

An Accessible Higher Education

As Wyoming's sole public university UW seeks to provide postsecondary undergraduate and graduate opportunities to students from across the state. To provide a wide array of educational programs in one of the lowest populated states in the country, UW seeks a diverse array of students from outside Wyoming borders, across the nation and internationally to fill its ranks.

An Affordable Higher Education

UW provides a high quality and affordable education and is intentional in attracting and retaining students through scholarship and financial aid support for students.

Rigorous Scholarship

The university is committed to meticulous learning and knowledge acquired through research and study.

Technology Transfer

The university is in a unique position to share skills and knowledge and to ensure that scientific and technological developments are available to a wider variety of users. Where applicable, these technological developments can be converted to new processes, applications, materials, services or products.

Economic and Community Development

It has been said that the most important resource to a state for economic development is its universities. UW provides research and development to the state and nation, provides interns as a resource to the state, and graduates who seek employment in Wyoming and outside the state.

Responsible Stewardship of Cultural, Historical, and Natural Resources

As Wyoming's only four year public university and land grant institution, it is incumbent upon the university to be a resource for the cultural, historical and natural resources of the state.

Academic and Co-curricular Opportunities

UW seeks to expose students to a wide realm of opportunities inside and outside of the classroom. Additionally it is important for our students to understand the interconnectedness of the world through study and experiences. UW provides for individual interactions among students, faculty and staff and wants to create a diverse and welcoming environment where students can learn, have free expression, have mutual respect and flourish. UW also promotes personal growth, physical health, athletic competition and leadership development.

Outreach and Service that provide human talent and technological capacity

UW is in a unique role to support not only the credit and noncredit learning needs of the UW campus in Laramie and around the state of Wyoming, but also serve the state in a wide variety of arenas including agricultural research support, cooperative extension, support for post-secondary preparation, research and the arts. The university is committed to providing support across the state through our highly qualified faculty and staff. Our state of the art Information Technology Center provides information computing infrastructure for the State of Wyoming. In addition, expertise is provided to enhance technical and telecommunication access to Wyoming.

B. High-priority activities that support the core:

1. Deliver classes. Provide student learning opportunities to meet the expectations of the Higher Learning Commission. Conduct research. Provide service to the state and nation. Provide students with opportunities to learn outside of the classroom and be engaged in and outside the campus community. Provide information and infrastructure with internet access. Provide library services. Maintain facilities and provide for a safe and secure campus (Finest public land grant research university).
2. Provide outreach through multiple university divisions to middle schools and high schools to attract and retain students. Some include Admissions, Student Educational Opportunity, the Graduate School, School for Energy Resources and Athletics. Many of these same units reach outside the Wyoming borders for international and minority recruiting. Through the Outreach School, provide a medium for UW colleges to offer classes and degree programs across the state and through online education (Accessibility).
3. Provide financial aid and scholarship support to students. Establish a fair, equitable and predictable system for setting tuition and fees. Maintain university support budgets to support departmental financial needs (Affordability).
4. Through the Division of Research support faculty in their research and development efforts. Through the Center for Advising and Career Services and colleges, support the career service needs of current students for potential internships and facilitate interviews with prospective employers (Rigorous Scholarship; Economic and Community Development).
5. Deliver over 180 academic programs. Provide students with access to service learning opportunities through the colleges and the Center for Volunteer Service; leadership development programs like the Outdoor Program, and the Student Leadership and Civic Engagement Program (Academic and Co-curricular Opportunities).

6. Offer a wide variety of exchange and study abroad opportunities to broaden student experiences (Academic and Co-curricular Opportunities).
7. Enhance learning through small classes, mandatory advising and by having full time faculty teach at least 90% of all classes (Academic and Co-curricular Opportunities).
8. Optimize the student experience by providing opportunities to grow and develop mentally, physically and emotionally. Through the Student Health Service, University Counseling Center, and Campus Recreation help to promote physical and emotional wellness (Academic and Co-curricular Opportunities).
9. Reach out to Wyoming citizens by delivery of online and distance coursework; cooperative extension; 4-H; Internet and computing support (Outreach and Service).

C. Enhancements:

1. Provide pre-collegiate programs through colleges and the federal TRiO and GEAR UP Programs (Accessibility).
2. Award scholarship resources beyond the level needed to attract students (Affordability).
3. Offer extensive co-curricular and extra-curricular activities (Academic and Co-curricular Opportunities).
4. Give opportunities for creative activity in the classroom and through co-curricular experiences like the Creativity, Curiosity and Collaboration conference (Academic and Co-curricular Opportunities).
5. Analyze classes that have limited demand and enrollments; perhaps resources need to be better utilized. (Academic and Co-curricular opportunities).
6. Provide diversity learning opportunities through Multicultural programs, Shepard Symposium, MLK/Days of Dialogue, President’s Advisory Council on Minority and Women’s Affairs (Academic and Co-curricular opportunities).
7. Collaborate with Wyoming Community colleges for service learning, suicide and alcohol prevention programs (Outreach and Service).

Section II. Overall Operations and the Framework

The divisions of the university have been created and sustained to support UW’s mission. The interrelationships among the divisions foster UW’s ability to achieve its mission. Each of the following divisions plays a role in successfully achieving the core mission.

Academic Affairs – provides academic majors, course delivery, P-16 outreach, tuition setting, faculty, research, stewardship of cultural, historical, and natural resources, LeARN.

Administration – provides administrative support to the campus, capital construction, infrastructure support, tuition setting, and safety.

Government, Community and Legal Affairs – provides legislative relations, legal support, lobbying efforts, resource support through the state.

Information Technology – provides IT infrastructure for UW; technical delivery (videoconferencing); support to State of Wyoming IT; support for technical collaborations; database development; information technology solutions; software and hardware training; provides students with computer labs and software downloads.

Intercollegiate Athletics – provides a competitive sports program engaging students, alumni and fans across the community, state and nation; outreach to K-12 students.

Institutional Advancement – provides private resource support for the university, private fund raising for scholarships, nonprofit and foundation collaboration and support to other divisions seeking resources.

Research and Economic Development – provides support for research funding, outreach for economic development, and technology transfer across the state, nation and world; support for research.

Student Affairs – provide services that directly assist the academic functions of the institution; outreach to K-12 students to increase access, student marketing, recruitment, and support for student learning and retention through financial, scholarship, academic advising; mental and physical health support; living, dining and learning resources; maintenance of academic records and registration process, degree evaluation and other records support. Provide support and opportunities for co-curricular involvement for student growth and development; career development and internship opportunities; outreach and support to alumni, parents and student government. Collaborate with the other divisions of the university to bolster our ability to better support students. Some examples of Student Affairs collaborations with other divisions include:

Academic Affairs – LeARN--critical to supporting the core mission; Synergy; AD/SAAC; academic advising; enrollment management; judicial or mental health issues that affect the classroom setting

Administration – safety; transportation; human resources; purchasing; tuition and fee setting; institutional analysis for enrollment and retention data

Government, Community and Legal Affairs – legal support; public relations; marketing

Information Technology – internet; computer training; Banner and PeopleSoft software; safety/security initiatives; space for ASUW radio station; procurement of digital signage software; searchable alumni database

Intercollegiate Athletics – certify eligibility for student athletes; alumni and fund raising support; student pride

Institutional Advancement – fund raising; scholarship program support; searchable alumni database

Research and Economic Development – federal student aid; support for grant programs

Section III. Student Affairs and the Framework

Each unit in Student Affairs will be described according to the three-tier framework and tied back to the pertinent core elements of UW's mission. All staff members in Student Affairs, including those in leadership roles, are hands-on service providers for students. For the most part, small dollars help support significant student support and opportunities. Funding for Student Affairs units comes from a variety of sources: Section I state funds; Section II funds from students fees, private funds, federal and state grants and user fees.

The division is comprised of three clusters including Enrollment Management; Health and Wellness; and Residence Life, Dining and Union. The parent association (APUW), student association (ASUW) and Alumni Affairs are also part of the Division.

Enrollment Management

Admissions (Accessible; Affordable; Outreach and service)

Funding Source: Section I, Section II, and user fees

Mission/Core Functions: Attract and enroll academically prepared new students; enhance the diversity of the student body; aid in the transition of new students to the university; provide immigration services and support to enrolled international students in accordance with the law; and administer residency policies

High-Priority Activities that Support the Core:

Recruiting staff and processing staff; website; recruiting travel; coordinate campus visit program including events such as Discovery Day; New Student Orientation programs; marketing materials, communication plan; student staff (tours, telecounseling, mail room, etc.); SEVIS / immigration processing support

Enhancements:

Web-based advertising; Web-tools, blogs and chats; high school counselor events; event giveaways and door prizes; food and beverage at programs; professional development and training; scholarship receptions; staff apparel;

Costs associated with Enhancements: \$47,500

Center for Advising and Career Services (Finest University; Economic and Community Development; Academic; and Co-Curricular)

Funding Source: Section I, Section II and user fees

Mission/Core Functions: Academic Advising--mandatory academic advising, undeclared majors, A&S undeclared majors, special populations; Career Counseling--major/career decision assistance; Career Services--career assistance with internships and post graduation employment; and University Testing Center--professional school admissions/graduate school admissions, licensure and certification tests

High-Priority Activities that Support the Core:

Career Counseling--tools and assessments for choice of majors, and intentional conversations with students; Career Services--education on employment opportunities or graduate school; University Testing Center--tests essential for admission to graduate and professional school; licensure and certification exams for certain degree programs

Enhancements:

Academic Advising--advising for special populations such as non-degree seeking undergraduates, staff and high school guests; Career Counseling--career assessments at no charge to departments, classes, prospective students, paper career publications and teach sections of the I course; Career Services--website vendor products, publications for students, giveaways at events, marketing and promotional items, house 17,000 teacher placement files that could be outsourced to an on-line provider, teach career planning courses taught in A&S and Business; University Test Center--exams for the general public such as such as Wyoming insurance and inspection licensure and licensure renewal exams, and certifications

Costs associated with Enhancements: \$28,200

Office of the Registrar (Access; Outreach; Academic; and Co-Curricular)

Funding Source: Section I and user fees

Mission/Core Functions: Transcripts and enrollment verifications; diplomas; registration support (through Banner/WyoWeb); catalog/schedule information; student record retention through imaging (document management); verification of degree requirements for graduation; evaluating transfer work; Banner support/upgrade testing

High-Priority Activities that Support the Core:

WyoWeb; computers, printers, servers; reporting; information to students; phone; postage costs for mailing transcripts; verifications; website for information and publications; electronic degree evaluations

Enhancements:

Video bulletin board; printed schedules; free services (such as transcripts, petitions, degree checks) express shipping of transcripts, online petitions; College Source AACRAO Edge Software-evaluating domestic and international transfer work; conference attendance; student giveaways

Costs associated with Enhancements: \$35,300

Student Educational Opportunity (Access; Diversity; and Outreach)

Funding Source: Section I; Section II, Grants

Mission/Core Functions: SEO administration, TRiO and GEAR UP staff--programs to further the educational, career, and personal goals of Wyoming's low-income, first generation, and ethnic minority students and UW students with disabilities; promotion of college-readiness and the potential to succeed in higher education through services provided by federally funded programs and UDSS. UDSS--leadership and assistance in compliance with the intent and regulations of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 on behalf of students and visitors to the campus through provision of disability-related accommodations, technical assistance, and consultations and resource information for students, faculty, staff and campus visitors and for university departments seeking to improve accessibility for individuals with disabilities

High-Priority Activities that Support the Core:

Programs to prepare Wyoming students who are socioeconomically disadvantaged for successful entry to college; college retention/success services for this population; undergraduate research and graduate school preparation services for socioeconomically disadvantaged and ethnic minority students; and services to UW students and visitors with disabilities to ensure access to University programs and facilities

Enhancements:

Travel/training, and not reimbursed accessibility services for visitors with disabilities

Costs associated with Enhancements: \$4,000

Student Financial Aid (Affordability; Outreach)

Funding Source: Section I

Mission/Core Functions: Provide necessary funding for the recruitment and retention of students while providing timely customer services to all constituents

High-Priority Activities that Support the Core:

Financial counseling; compliance with federal, state and donor requirements; reporting and analysis; timely financial aid communication with students/parents; allocation of Work Study resources; student loan process communications; outreach events; website information; memberships in national, regional and state financial aid professional organizations and travel for staff to stay abreast of regulations and techniques

Enhancements:

Outreach to high schools; Financial Aid TV; 3-year rotation plan for computer and printer hardware moved to 4-year rotation; staff development and retreats; office wear

Costs associated with Enhancements: \$10,600

Health and Wellness

Dean of Students

Funding Source: Section I, Section II, user fees, grants

Mission/Core Functions: Student Code of Conduct administration and associated judicial processes; administrative support through authorized absences and withdrawal/exit interview processes for students;

opportunities for involvement outside the classroom through leadership development; support services to Greek letter organizations, multicultural, nontraditional, LGBT and veterans populations; student legal services; support for ASUW and Student Media

High-Priority Activities that Support the Core:

Response and follow-up to safety and crisis situations; retention of students with diverse racial, cultural, sexual and age related backgrounds through Multicultural Affairs and programs; leadership development programs; judicial affairs due process for issues relating to student behavior that violate the Student Code of Conduct (UW Regulation 8-30)

Enhancements:

Professional development and travel for professional staff; travel opportunities for students; various programming opportunities for UW community and students; multiple Student Media publications; reduction of calendar year (12 month to 11 month) appointments for two positions; centralize accounting functions

Costs associated with Enhancements: Section I-\$40,000; Section II-\$67,650

Campus Recreation

Funding Source: Section II and user fees

Mission/Core Functions: Individual interactions among students, faculty, and staff; and opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the university community

High-Priority Activities that Support the Core:

Open Recreation; Intramural Sports; Outdoor Program; Club Sports

Enhancements:

Student travel; professional staff travel; student celebrations and awards; Guidebook; adult wellness program; bike library

Costs associated with Enhancements: \$47,000

Student Health Service

Funding Source: Section I, Section II and user fees

Mission/Core Functions: Comprehensive primary care for students; generation of revenue; psychiatry services; MMR program; teaching function; IT support; international student processing; spokesperson role of director

High-Priority Activities that Support the Core:

Diagnostic services of Lab and X-Ray; pharmacy; health education; medical record management; Student Health Advisory Council (SHAC); building maintenance; liaison with Department of Health; advanced women's health; limited health care for employees

Enhancements:

Wellness Center; flu shot program; orthopedic consultant; community work; WyVIP vaccines; travel, allergy injections

Costs associated with Enhancements: \$181,000

University Counseling Center (Access & Retention and Cultivating Leadership)

Funding Source: Section I, Section II, and grants

Mission/Core Functions: Mental health services that allow students to remain in school and aid students in their wellness, growth and development; campus safety assistance; education and prevention services to the campus and local communities; services, such as assessment and referrals, to students with drug and alcohol violations through the AWARE program; training and preparation of graduate students to become clinicians

High-Priority Activities that Support the Core:

Supervision of the peer education group (Cowboy Choices 180 Proof Peer Education); clerkships for graduate students in psychology; paid graduate assistantships; master's intern training; delivery and administration of the Gatekeepers suicide prevention program; travel for continuing education and training

Enhancements:

The AlcoholEdu program; supervision of an AmeriCorps intern; and meals and snacks at a variety of functions

Costs associated with Enhancements: \$5,600 without AlcoholEdu

Residence Life, Dining Services and Wyoming Union

Residence Life

Funding Source: Section II

Mission/Core Functions: Clean, safe, healthy and secure facilities; support for student transitions, their academic success, and personal growth; revenue generation

High-Priority Activities that Support the Core:

Maintaining high safety standards; training and development of staff; maintaining high cleaning standards; measuring the effectiveness and efficiency of departmental programs and services, and making appropriate changes where warranted; maintaining good accounting practices and adhering to legal standards; facilities investment, such as building renovations and carpeting/furniture replacement

Enhancements:

Service hours during times that do not break even financially; functions and programs that do not break even financially; programs that involve relatively few students; support of programs outside of the department; support of initiatives that do not directly affect residents and tenants

Costs associated with Enhancements: \$100,000+

Dining Services

Funding Source: Section II

Mission/Core Functions: Safe and nutritional food for residential dining customers and retail dining customers; clean, food safe facilities; good financial profitability

High-Priority Activities that Support the Core:

Facilities that continue to attract residential and retail diners; a high level of food quality that keeps students living and dining on campus; facilities and equipment that continue to function; good financial accounting systems; evaluation of the success of our dining programs on a regular basis, to be able to continue to offer sound programs; dietary services to residential customers

Enhancements:

Ross Hall; service hours in retail dining operations that do not break even; Fine Arts Cart; UW Catering; food production for the UW Early Care and Education Center (UW ECEC); discounted catering or food for RSO's; donations to such things as blood drives; campus support and development initiatives

Costs associated with Enhancements: \$100,000+

Wyoming Union

Funding Source: Section II, user fees, and grants

Mission/Core Functions: Opportunities for students to explore interests and to expand knowledge and awareness of other ideas, cultures, perceptions, and general life learning; interaction among students, faculty, and staff; opportunities for leadership development and for students to engage in civic responsibility and community service; space for the campus community to meet; services for campus community, visitors and guests

High-Priority Activities that Support the Core:

Union programs; staff support for advising student organizations; support for Recognized Student Organizations; Friday Night Fever program for alcohol awareness alternatives; staff support; website; leadership training programs; student employment opportunities; SLCE programs and office space; staff development, training and travel; Center for Volunteer Service programs; facility maintenance; space for bookstore, food service, resource centers, copy center, student government, student publications, computer lab, etc.; a central information center for visitors and customers in the Union; a ticket outlet for student organization functions, Athletics, and Fine Arts programs

Enhancements:

Thursday Night Gardens Party (music); travel/training and staff development for students; expansion of Friday Night Fever program to Thursday evenings; Weeks of Welcome; Union and Campus Activities Center departmental events/programs; reorganize/restructure full-time and part-time employment positions; catering for meetings, employee training, etc.; marketing materials and promotional items; water dispensers in meeting rooms; APUW Hotline

Costs associated with Enhancements: Section I \$65,000 Section II \$69,000

Alumni Affairs

Funding Source: Section I and outside funding

Mission/Core Functions: Alumni communication; alumni connections through events and outreach; future alumni access; leadership

High-Priority Activities that Support the Core:

Events; Alumnews, UWAA website, membership recruitment; distinguished alumni program; UWAA funded scholarships, Scholarship Club auction; UW License Plate Program; UWAA Board of Directors; Wyoming Student Alumni Association

Enhancements:

Alumni portal; searchable alumni database; additional outreach functions; expanded career networking; student-alumni events; PCS support; future license plate promotion; on campus alumni lectures; student and staff development opportunities; athletic advertising and game sponsorships; faculty growth award, outstanding faculty award

Costs associated with Enhancements: Private Funding

Section IV. Budget Ideas

The following ideas represent budget reductions and potential budget enhancements that support the mission of the institution:

1. Centralize information technology employees in Student Affairs reporting jointly to Information Technology and Student Affairs.
2. Review opportunities to centralize and cross train accountants and bookkeepers, frontline support and website support within Student Affairs (potential savings \$175,000).

3. Implement less than 12 month calendars for selected positions in Student Affairs (on average \$2,500-\$3,000 per month per position).
4. Examine travel/professional development budgets in Student Affairs and establish a percentage of budgets for travel and professional development by department (potential savings \$100,000).
5. Reduce scholarship budgets as needed.
6. Explore the feasibility and benefits of phasing out conditional admission to better focus on the success of assured admitted students, to reduce resources needed to support conditionally admitted students and to optimize the potential for success of the conditionally admitted students by redirecting them to community colleges to start their postsecondary educational experience. Synergy Program resources could be redirected.
7. Continue to vigorously support LeaRN. Students today arrive with substantial need for academic support. LeaRN is an organizing umbrella for the variety of academic support efforts.
8. Reduce safety budget by modifying external lock costs installment proposal.
9. Merge UW Catering with Hilton UW Conference Center Dining.
10. Increase matriculation fee to sustain Summit 2010 and beyond (UW Transitions Program)
11. Reexamine campus services and determine whether to reinforce policies that require use of internal services or whether outsourcing might be an option. (savings of \$100,000)
12. Reduce costs of recognition program in Student Affairs (savings of \$4,000)
13. Cut Student Affairs Holiday Gathering (\$6,000)
14. Revisit first year Greek releases from residence hall contracts (lost revenue in the \$200K range).
15. Increase electronic communications and reduce mailings (\$30,000).
16. Recommend a consistent and fair tuition and fee increase proposal plan.
17. End Eduventures contract with Division of Student Affairs - \$20,000
18. Evaluate StudentVoice survey tool contract - \$20,000
19. Optimize utilization of federal Work Study resources of approximately \$670,000.
20. Identify ways to fund Domestic Partner Benefits to recruit and retain employees.
21. Reexamine indirect cost percentages and redistribute resources.
22. Close or modify Ross Hall dining; redirect business to the Union or Elements in the Classroom Building.
23. Reduce the administrative burden of travel, purchasing and human resources paperwork and processes.
24. As positions become vacant, explore opportunities to staff functions at a lower cost level. Reorganize tasks to support staffing at a lower salary grade.
25. Review staff vacancies to determine possible combined functions; positions.
26. Decrease the temperature in all campus building by two degrees in the winter, increase the temperature by two degrees in areas that have air conditioning in summer and discourage use of space heaters in offices.
27. Reexamine Physical Plant cross charges.
28. Let Physical Plant generate additional income by offering maintenance at a cost for fraternity and sorority housing.
29. Review UW residency policies adopted by the Board of Trustees. Current residency policies are perhaps too lenient for the establishment of Wyoming resident status.
30. Identify ways to fund an Employee Assistance Program which is important to health and wellness of the campus community.
31. Coordinate all technology purchases through Information Technology or the UW Technology Planning Council. Develop expanded timelines for equipment replacement.
32. Examine a 4 day – 10 hour work week for energy savings.
33. Offer option for early retirement.