

**Notes of Special ACC Work Session on Budget Savings / Budget Cuts
29 October 2008, ARD 174, 2:00-4:00pm**

The ACC held a special work session to discuss the current university budget situation in light of impending budget cuts that will be called for by the President and Provost.

Provost Liz Grobsmith was invited to the meeting. She distributed a copy of the memo “Guidelines for Budget Reduction for FY 09 and Planning for FY 10” dated October 2008 that she had previously distributed to the deans. She spent the first 45 minutes of the meeting walking ACC members through the details of the memo and answering questions. The memo is included at the end of this document.

The remainder of the time was spent in discussion by ACC members of their thoughts and concerns about potential budget cuts and the budget cutting process. The ACC decided to develop a list of “budget principles” based on this discussion. The Executive Committee was tasked with distilling from the conversation a draft of such a document, to be distributed to the full ACC for comment and then finalized at the November 12th ACC meeting in time for the Executive Committee members to take to the President’s Leadership retreat on November 15th.

Here is the draft ACC Budget Principles, as initially drafted by Cynthia Kosso and modified slightly by members of the Executive Committee:

DRAFT ACC Budget Principles DRAFT

1. Decisions regarding budget cuts should be made in line with university mission, priorities and strategic plan.
2. Transparency must be applicable at all levels of the budget/cutting process. From the president’s office to the smallest program, careful sharing of plans and recognition of effort must be made. Consider a faculty senate committee to review non academic spending and cuts.
3. Protecting existing jobs is a high priority. In a time of economic crisis, we do not want to increase the jobless rate in our own community.
4. Protecting the interests of untenured faculty in their career establishment and progression toward tenure is a high priority.
5. We must continue to plan for the future, acknowledging that this crisis will eventually resolve. Thinking and planning must be long, and not just short term, to enable support for continued growth.
6. Procedures to create an institutional memory of particular sacrifices should be implemented, with the possibility of restoring funds to certain areas when budgets improve.



Guidelines for Budget Reduction for FY 09 and Planning for FY 10

Office of the Provost

October 2008

As we have discussed in Cabinet and at deans' meetings, it is certain that our fiscal difficulties are going to deepen, and we need to begin both short-term and long-term planning to manage budget cuts that are around the corner. While projected shortfalls and cuts are indeed disconcerting, there are elements of this process that actually will help us to improve our performance and productivity, and maintain momentum in areas of strategic investment. It is my hope that in this process we will develop ways of utilizing our faculty resources more efficiently, that we will be able to tighten our curriculum, and still be able to accommodate enrollment growth in predictable areas.

The following is a set of guidelines to help shape your planning and development of strategies for budget reduction.

- 1. Faculty and staff lines.** You have been given Marj's summary of all faculty and staff positions that we believe are open, in the process of being searched, or represent positions you have requested but for which we have not yet authorized searches. As we discussed in the meeting, please get back to Marj no later than next Wednesday, October 29, to correct any discrepancies between your and her records. As you review all the positions, please consider lines you could do without, particularly as they relate to other areas of inquiry, namely areas where enrollments in courses are low, where curriculum is overly complex, and where you may have too many faculty teaching undersubscribed courses. Also please consider programmatic changes that may enable us to return some of these lines for the cut. Do not come back and say that you can't afford to eliminate any faculty lines. Look at your enrollments, numbers of graduates in both baccalaureate and graduate programs, find ways to become more efficient and effective, and suggest lines for givebacks that make programmatic sense. No unit may be exempt from these recommendations.
- 2. Reorganization.** Please think deeply about reorganization in your unit to achieve permanent salary savings. Can a small department be integrated into a larger one? Can several departments be combined into an interdisciplinary one? Can divisions be created rather than departments? Can reorganization occur by linking related programs into one administrative department? Please think creatively. You must propose **some** reorganization. No college may be exempted from this effort.
- 3. Released time.** We continue to marvel at the large amount of released time our faculty receive for all kinds of administrative tasks. Please look at all the released time your faculty have, and consider how you might be able to avoid some of that through reassignment to teaching. There is no question that we will lose positions and salary dollars, so you will need to deploy your resources by adding course responsibility to some individuals currently released from teaching. In the October 29 PALC meeting, we will discuss the workload/courseload for all Regents Professors, and we will develop a common guideline with

regard to utilization of Regents Professors in the classroom. Please propose some savings through changes in released time.

4. **Study of low-enrolled courses.** Although we continue to have low-enrolled courses on the books, we have not strictly managed them. Now we are going to. Low enrolled courses *will be cancelled* beginning with this spring semester 2009, and for the foreseeable future. Please work with your chairs in consolidating low-enrolled courses into single sections, thereby being able to reassign your tenured faculty to other necessary courses and reducing the need to hire additional non-tenure-track faculty. Create a process to establish a formalized rotation plan for courses. What courses are required and must be taught and on what rotation? What electives can be scheduled so that we serve requirements first? *Deans must manage the elimination of low-enrolled courses.* Spring 2009 will be the last semester in which the reason “but students need the course to graduate” will be accepted. Offer the courses students need to graduate by reassigning faculty to them in proper rotation. Karen A will be happy to provide for you a list of low-enrolled courses in departments; please contact her if you wish her to pull some of these data for you. For the sake of consistency, I ask that you use the same thresholds for identification of low-enrolled courses—15 for an undergraduate class (of course this includes all your upper division courses) and 8 for graduate classes. Please examine the patterns of enrollment for the last five times a course has been offered; if you see that the enrollments are consistently below these thresholds, we will want to focus on solutions for addressing this, i.e. changing the frequency with which a course is offered, having a more planful rotation of courses, consolidating sections, etc. Ultimately, the outcome of this process will be establishment of guidelines for class minima.
5. **Course Section Capacities and Course Design.** We need to move to strategic determination of course capacities with an eye to increasing efficiency and shaping the student learning experience. Can we reduce the number of multiple sections? Are there ways to redesign multiple section courses to both optimize our resources and increase student success? For instance, is there potential benefit to re-structuring small multiple section lower division courses such that there is one large lecture section meeting one hour per week, with flexible lab sessions for the remaining hours? Please encourage creativity in thinking about how we can increase our use of effective pedagogical practices and operate more efficiently.
6. **Workload.** Although Karen A did a comprehensive study of workload a few years ago—and some of you are new to the University since then—it is time to review all faculty workloads and ensure that faculty resources are used as efficiently as possible. In every case, chairs must sit down with you and discuss each faculty member’s workload to ensure that their assignment to student-related responsibilities is appropriate. In some cases it will be necessary to move a faculty member’s workload from 2:2 to 2:3; or from 2:3 to 3:3. If your non-tenure track faculty are teaching only 3:3, you must bring in a rationale for their not teaching a 4:4 load. I realize that some non-tenure-track faculty do have scholarship expectations, however that is the exception rather than the custom. ***Every non-tenure track faculty member’s workload below 4:4 must be individually approved.*** With regard to tenured faculty, do you already use differentiated workloads to assign faculty? Senior and mid-career faculty who are no longer productive in scholarly activity need to have teaching loads that reflect their no longer actively engaging in research. One final point: we simply cannot have faculty who are teaching fewer than a handful of students each semester. Each dean, through the chairs, must ensure that faculty carry sufficient numbers of classes and students to comprise a full 1.0 FTE workload.
7. **Graduate Programs.** It is time for us to review all your graduate programs and consider which ones are undersubscribed, and which ones might be candidates for elimination. Please review ABOR guidelines and thresholds: masters degrees must graduate 9 students over a 3-

year period and doctoral programs must graduate a minimum of 6 students over 3 years. Programs that do not meet these thresholds will be proposed for elimination. Please bring forward all graduation data and recommendations for changes to programs, possible candidates for program elimination, and a plan for how those faculty involved in low-productive programs might be differently deployed.

8. **Sabbaticals.** It is time to consider whether we can afford to fund one-semester sabbaticals. The number of faculty on sabbatical at any given time poses an enormous teaching need in every unit. What would the net effect be on your units if one-semester sabbaticals were suspended? What savings could you project by not having to hire additional non-tenure track faculty if the faculty who are planning for sabbaticals next year did not take them? Perhaps a plan to have a mix of one-semester sabbaticals and one-year sabbaticals would aid in course coverage while eliminating the need to hire extra non-tenure track faculty or part-timers to ensure coverage.
9. **Curricular efficiency.** Several years ago, we engaged in a process to improve curricular efficiency. Some economies were gained, but the process has fallen away and we are back to having too many tracks, emphases, too many large credit-bearing programs, excessive requirements, and even an inability to graduate students in four years. If your programs are not part of the “Finish in Four” program, you must bring in a clear rationale for this. We plan to include all degree programs in Finish in Four next fall, except for the handful of programs that cannot be completed in four years. All curricular requirements should be based on a sound plan for student learning. We must see proposals for streamlining requirements. Undergraduate degree program requirements should not require substantially more than 36 units unless there is strong rationale for student learning/professional preparation and/or external accreditation requirements. Do students in your college have requirements that could be met by taking an analogous class in another college? Is there a strong articulation among required courses? Are there redundant learning outcomes in required courses? Are extended majors really necessary? Whom do they serve? All units should consider substitution of a semester long international education experience, internship, or undergraduate research as an alternative to a minor. Please bring in suggestions for curricular streamlining. No units may be exempted from this process.
10. **Centers and Institutes.** Please examine the Centers and Institutes that report to you. (Karen A can provide you a list of them along with the amount of state funding each receives.) Are there Centers that are no longer mission-critical? Are there centers that should have achieved self-support by this time and some of the state dollars may be surrendered? Please bring in suggestions for changes in these units.

I realize that all of this is quite burdensome, but the state of the economy means we have to begin to do business differently than we always have. Karen A and Karen P can provide data to you that you require, and we offer all the assistance we possibly can to help you achieve these goals.

Initially, we will meet to discuss faculty lines that may be surrendered, and searches that may be suspended. As you recall, searches/vacancies may fall into one of the following categories:

- *1: Position/search **continues as authorized**
- *2: Position/search is **placed on hold** for the time being, but dollars are kept in place, i.e. funds are not swept. Position is “suspended”.
- *3: Position/search **may be conducted and filled, but only with a non-tenure track** faculty position. Funds available as a differential may be swept for “one time” givebacks.
- *4: Position/search is **stopped, but funds are swept by the Provost’s Office** for one-time giveback and/or reallocation to other high priority areas.

*5: Position/search is **canceled**. Line is taken by the Provost's Office to be **returned centrally for the budget cut**.

Please bring in your recommendations for all the vacancies in your unit. This will be the first process in which we will engage.

I know how difficult this process is, but I also know that the opportunity has now presented itself to find some creative alternatives, to streamline our operation, and to engage in curricular reforms that are long overdue. I of course am available to assist you in any way that I can as we undergo this very challenging journey ahead.