

Process for Making Budget Reduction Decisions

We face the immediate need to adjust our College budgeting and planning in response to sudden and significant budget shortfalls at the state level. The following document provides a process for making changes in the College budget to meet University guidelines for reductions in the state-allocated budget for the 2009-2011 biennium. Parts of the document are adapted from two documents prepared by University Planning and Budgeting – *Principles and Guidelines for Campus Supplemental Budget Reductions* and *Campus-Level Supplemental Process for Changing the 2009-2011 Budget*.

Principles for Strategic Resource Allocation Planning

We must develop and implement a carefully sequenced plan for budget reductions that significantly saves resources while sustaining our commitment to *engaged excellence*. As such, a cogent and transparent set of principles guides our planning and budgeting process.

Weigh impacts on our primary missions of learning and teaching. As a College, our top priority is to continually contribute to the transformation of our world through the preparation and career-long advancement of highly qualified professionals in education and human services. We fulfill this mission through the engaged excellence of a liberal arts education, learning within and across disciplines, development of professional knowledge, skills, and dispositions, and opportunities to integrate theory and practice through high quality field experiences.

Consider nonemployee related savings before personnel reductions. The strength of Woodring College of Education rests with our sense of community and the shared commitments and talents of our faculty and staff. Protecting our faculty and staff is a primary priority when planning for budget reductions, while at the same time insuring high quality learning experiences for our students. However, we understand that sensitive and careful analysis of all options, including program reduction or elimination, may be required.

Base budget decisions on analysis and data. Priorities and objectives within our budget reduction planning process are based on critical examination, thoughtful analysis, and shared reflection on the strengths, challenges, opportunities, and threats delineated in our Woodring College of Education Environmental Scan. Our budget reduction decisions are shaped by thoughtful consideration of data, projections, peer benchmarks, state requirements for program approval, and accreditation standards.

Identify strategic savings. Our budget reduction decisions incorporate review of College initiatives, programs, services, curricula, degree requirements, policies on class sizes, positions, job responsibilities, and organizational structures to assure that core priorities are protected, seeking savings at still important but less central margins.

Promote operational efficiencies. We continually seek opportunities to improve efficiency and effectiveness and ways to maintain, nurture, and improve our partnerships, collaborations, and entrepreneurial opportunities, and seek new sources of revenue.

Maintain commitments. Budget reduction targets may not be met by passing the cuts on to other units (e.g., increasing charge backs to cover reductions or dropping support for service courses critical to other units).

Use a transparent and inclusive budget decision-making process. All members of the College community – faculty, staff, and students – are given the opportunity to share ideas, proposals, issues, and concerns as the budget reduction planning process proceeds. All ideas and proposals are considered and analyzed for impacts on programs, faculty, staff, and students. Proposed budget decisions are fully discussed with the affected units and clearly communicated to the College community. Discussions of budget reduction proposals include explicit connection to our College priorities and explanation of advantages and disadvantages.

Comply with law, statute, policies, and negotiated agreements. Decisions and processes are fully compliant with state statute, university and college policies, affirmative action commitments, state program approval and national accreditation requirements, shared governance responsibilities, faculty and staff handbooks, and contractual obligations including all bargaining union agreements.

Process for Making Budget Reduction Decisions

University Planning and Budgeting has delineated a “bottom up” process for changing the 2009-2011 biennial budget to incorporate reductions in state-allocated funding. Within this process, each “Planning Unit” is charged with preparing proposals for budget reductions, focused upon year one of the biennium. To implement this charge, Woodring College of Education may propose a blend of one-time funding from fund balances and permanent reductions in 2009-2010 to assure the time needed to allow for considered decision making about permanent changes. Our reductions must be fully realized through permanent base budget reductions effective at the beginning of FY 2010-2011.

Consistent with the University process for changing the biennial budget, Woodring College of Education will utilize a “bottom up” consultative process appropriate to our mission and culture. Our process provides opportunities for participation by all members of our community in exploration of possibilities for budget savings, revenue increases, and different ways of meeting responsibilities. The steps in our process are delineated below.

Gather Input on Potential Budget Savings

Faculty and staff will be asked to participate in a web-based forum to gather ideas and strategies for budget reductions. Accessed through the College Intranet at www.wce.wvu.edu/Forum/CostSavings/ faculty and staff will contribute ideas and strategies as well as view and comment on the postings of others. Students will be engaged in the discussion via regular meetings of College-sponsored student groups. Information gathered from the web-based forum and student discussions will be summarized by Dean’s Office staff and then posted on the Woodring College of Education website.

Targeted completion date: February 1, 2009

Develop College Proposals for Budget Reductions

Within the context of University and College missions and using information from the Woodring College of Education Environmental Scan and relevant data analyses and projections, the department chairs, Director of the Office of Field Experiences, associate dean, and dean will work collaboratively to

develop a set of proposed budget reductions. These proposed budget reductions will then be forwarded to the College Administrative Council for discussion and development of full proposals to be presented to the University community. The resulting full proposals for budget reductions must include the following components:

1. Budget impact
2. Consequences
3. Relationship to university-level and College-level guiding principles, planning assumptions, University SCOT analysis, and College Environmental Scan
4. Relationship to longer-term vision for the College
5. Priority (i.e., if not all proposed reductions are needed, in what order would the College take them off the list).

After approval by the College Administrative Council, the budget reduction proposals will be posted on the Woodring College of Education website for review and comment by faculty, staff, and students. Following input from the College community, the College Administrative Council may elect to revise or clarify the proposals.

Targeted completion date: March 1, 2009

Present College Proposals to Campus Community

As specified in the *Campus-Level Supplemental Process for Changing the 2009-2011 Budget*, the dean is responsible for presenting the College budget reduction proposals to the larger campus community via a budget hearing. A critical function of the hearing process is to allow all possibly affected units and campus leaders to fully understand and offer comment on proposals coming from other units. All budget hearings are open. Members of the budget panel include the President, Vice Presidents, Deans, University Planning and Budgeting Executive Director, Faculty Senate President, University Planning Council Chair, Professional Staff Organization President, Associated Student President, and a classified staff representative.

Targeted completion date: March 18, 2009

Participate in Development of University Budget

Drawing upon the proposals of the planning units presented at the budget hearings, and upon public advice and comment from the web-posting of these proposals, the Vice Presidents and college deans, supported by the University Planning and Budgeting Executive Director, will work collegially to draft and recommend a proposed budget for the University. They will present this budget recommendation on the web and in open forums, and with campus governance groups, for advice and comment. After thorough consideration of all advice, working with the President, they will then finalize the budget proposal for consideration by the Board of Trustees.

Targeted completion date: End of 2008-2009 academic year

February 2, 2009