

FY 2014 Budget Narrative

Institution Name: [University of West Georgia](#)

Part I: Institutional Health

1) Discuss the financial health of your institution using the June 30, 2012 annual financial statements as the basis. This discussion should include trend data for key financial measures (i.e. cash, reserves, etc.) What has the institution done concerning pursuing and implementing efficiencies and other streamlining measures regarding its academic and overall institutional operations during the past three years?

Financial Health:

The University of West Georgia is exceptionally strong financially given the challenging economic environment over the last five years.

- UWG’s Total Assets increased by 75.83% from \$154,902,425 in 2008 to \$272,370,340 in 2012, and its Net Assets increased by 91.36% from \$75,356,755 to \$144,204,404 over the same period.
- During the same time frame Current Assets grew by 77.25% and the Current Ratio has increased from 1.75:1 to 3.46:1.
- Total Unrestricted Net Assets have grown from \$11,022,725 in 2008, to \$36,737,344 in 2012, an increase of 233.29%.
- Year-end Cash and Cash Equivalents have increased from \$24,610,072 on June 30, 2008, to \$43,939,235 on June 30, 2012.

Efficiencies:

In the past two fiscal years, the Academic Affairs division at UWG has embarked upon a comprehensive review of course enrollments and program demand. This exercise has resulted in and will result in course and program deactivation and termination, rescheduling of courses to maximize enrollment, and reallocation of resources and expenditure of new resources to fully meet core course enrollment needs. Decisions being made now will also result in a flexible course projection system that will increase ability to meet student needs. Cost savings will be used to support many other current and expected needs, including demands resulting from growing doctoral programs.

Beginning in fall 2012, 33 programs are scheduled for deactivation or termination. The charts below provide a summary of the programs and courses that have been created, changed, or inactivated and what is anticipated.

Academic Program Forecasts:

Degree Title\Degree Level	Instructional Delivery Method(s)/Physical Location	Estimated Implementation Date	Current Status of Program
EdD in Nursing Education	Distance Education/Online	Fall 2012	Active – 15 students have been admitted for fall 2012
MBA	Douglasville, GA (UWG/Georgia Highlands Facility)	Spring 2013	Less than 50% of this program offered at this location

FY 2014 Budget Narrative

Unimplemented Programs Previously Forecasted:

Degree Title\Degree Level	Instructional Delivery Method(s)/Physical Location	Reason for Delay	Future Status of Program
Master of Science in Geographical Information Systems	Carrollton Campus	Rejected by Board of Regents Staff – Institution failed to justify demand	Not pursuing

Deactivation/Termination of Existing Programs:

Degree Title\Degree Level	Deactivation/Termination	Estimated Date of Deactivation/Termination	Current Status of Program
RN-BSN program at Georgia Highlands	Deactivation	May 2013	Active – 30 students admitted for fall 2012; students will be able to complete the upper division professional course sequence by spring 2013
RN-BSN – Dalton Program	Deactivation	Fall 2012	TBD
COE-EDS Physical Education	Terminate	Fall, 2012	No students Enrolled
COE-EDS Secondary Education	Terminate	Fall, 2012	1 student enrolled
COE-MED French Teacher Education	Terminate	Fall, 2012	1 student enrolled
COE-MED Spanish Teacher Education	Terminate	Fall, 2012	No students Enrolled
COE-MED Art Teacher Education	Terminate	Fall, 2012	3 students enrolled
COE-EDS Teaching Field- Mental Retardation	Terminate	Fall, 2012	No students Enrolled
COE-EDS Middle Grades Education	Has 3 students enrolled in program. May terminate at the end of summer session 2012 when they graduate	Fall, 2012	3 students enrolled
COE-EDS Teaching Field English	Terminate	Fall, 2012	No students Enrolled
COE-EDS Teaching Field Mathematics	Terminate	Fall, 2012	No students Enrolled
COE-EDS Reading Instruction	Terminate	Fall, 2012	No students Enrolled
COE-EDS Teaching Field -Science	Terminate	Fall, 2012	No students Enrolled
COE-EDS Teaching Field - Science	Terminate	Fall, 2012	No students Enrolled
COE-EDS Teaching Field – Social Studies	Terminate	Fall, 2012	No students Enrolled

FY 2014 Budget Narrative

COE-MED Teaching Field - English	Reactivate	Fall, 2012	4 students enrolled
COE-MED Teaching Field- Mathematics	Reactivate	Fall, 2012	4 students enrolled
COE-MED Physical Education	Terminate	Fall, 2012	3 students enrolled
COE-MED Teaching Field - Science	Reactivate	Fall, 2012	2 Students Enrolled
COE-MED Teaching Field- Social Studies	Reactivate	Fall, 2012	11 Students Enrolled
COE-MED Biology Teacher Education	Terminate	Fall, 2012	No students Enrolled
COE-BSED Middle Grades Education	Has students enrolled through December 2013. May terminate after that date	Fall, 2012	70 students enrolled
COE-BE in Retardation	Terminate	Fall, 2012	No students Enrolled
RCOB-BSED Business Education	Terminate	Spring, 2013	2 students enrolled
RCOB-EDS Business Education	Terminate	Spring, 2013	No students Enrolled
RCOB-BBA Technology Support Services	Terminate	Summer, 2012	No students Enrolled
COSS-MA Gerontology	Terminate	Fall, 2012	No students Enrolled
COSS-BA Sociology	Terminate	Fall, 2012	No students Enrolled
COSM/COE-BSES Earth Science/Secondary Education	Terminate	Fall, 2012	No students Enrolled
B.S. in Environmental Science	Deactivate	Fall 2013	TBD
MS in Urban and Regional Planning	Deactivate	Fall 2013	TBD
Minor in American Studies	Deactivate	Fall 2013	TBD

In all areas of the university, departments continually assess ways to create greater efficiencies in our administrative processes and maximize our resources.

- Digitized Records:** In the past three years the division of Student Affairs and Enrollment Management (SAEM) has begun going paperless in the Enrollment Management function by creating an Imaging Center to scan all documents. Such action has allowed us to complete admission and financial aid processing from the image and has dramatically reduced our need and costs for paper files.

FY 2014 Budget Narrative

Business and Finance launched a similar initiative this fall with full implementation in the Controller's office and Human Resources scheduled for completion next fall.

- **Communication Audit:** During this current fiscal year (FY13) we have begun an audit of all communication and processes starting when a student first inquires and ending at the end of the first term. This will highlight gaps and overlaps such that we can become more efficient in our processes and communication in the enrollment window, but also so that we can make the process more meaningful and supportive for entering students.
- **Hiring Delays:** The Division of University Advancement implemented hiring delays for vacant positions to use for one-time funding needs.
- **Increased Contributions:** Began reaching out to donors to pay for alumni events and materials previously paid out of Development/Alumni Relations budget. Dialogue began with the UWG Foundation to use some unrestricted funds to further support the Development/Alumni Relations budget. Increased corporate and donor support is also being sought to help support athletics and Advancement office budgets.
- **Business Process Redesign:**
 - a. Confronted with such issues as an aging workforce, new technologies, expanding facilities, and a diminishing budget, the Facilities and Grounds department embarked on a department restructuring initiative that eliminated a position classification and rechanneled work into three basic categories – mechanical, electrical, and structural.
 - b. UWG's Facilities and Grounds implemented business process redesign in the 2012 restructuring of its maintenance department that resulted in a 30% reduction in cycle time, a 24.7% reduction in work orders, a 90% increase in customer service responses, and a more define career ladder for its employees.
 - c. Campus Planning and Facilities is implementing significant organizational change and business process redesign in order to better align with institutional and BOR strategic initiatives. In support of USG Strategic Goal 6, the university is focusing on long-range management of its physical plant, with emphasis on more efficient utilization of space, a facility condition assessment program (FCAP), and careful attention to facility life cycle costs.
 - d. Similar efforts were launched in Financial Aid, Registration, and Admissions.
 - e. UWG's Publications and Printing department received the USG's top process efficiency award in 2013 for implementing business process redesign in its business operations. The results included a 42% increase in productivity, a 51% increase in overall revenue, a black belt certification, and an overall customer service rating of 99%. The department was formally State funded but is now a part of UWG's Auxiliary Services. It will become self-sufficient in 2013.
 - f. By changing equipment and effective rate negotiations, UWG's Facilities and Grounds energy consumption experienced a 12.9% decrease in MBTU consumption from 2008 to 2011 along with receiving \$494,000 in stimulus funding and generating \$307,387 in natural gas savings.
 - g. Implementation of eProcurement software (ePRO) has reduced processing time for purchase orders and increased compliance with state contract purchasing requirements.
 - h. Without altering the Divisional accountability structures, combined Pre & Post Award Sponsored Program offices providing a one-stop-shop for faculty to facilitate the writing and acquisition of grants as well as the execution and reporting of the grants funds once received.

FY 2014 Budget Narrative

- i. The Center for Business Excellence was created in 2012 to enhance the Division of Business and Finance's focus on efficiency, effectiveness, and economy. The Center has assisted both the division and the institution in the restructuring of over 40 business processes, new employee orientation, standardized training, leadership and team development, and the implementation/administration of the USG mandate for enterprise risk management.
- j. Given the number of new construction projects on campus over the last few years, ITS identified a single point of contact for all new construction. This person developed a template to collect information about the technology and infrastructure requirements needed for any new building. The single point of contact and systematic data collection lead to better communication throughout the life of the construction project.

- Student Account Improvements: 100% of all student refunds are handled via the Higher One card, eliminating the need to print financial aid refund checks to students. Supply costs plus staff time have been redirected to other tasks.

Created a consolidated student bill that is reflective of all campus charges owed by the student; therefore, allowing them to pay charges on-line at their convenience.

- The Police Department has worked to cut fuel costs by:
 - a. Purchasing electric vehicle for the Wolf Guard instead of gasoline. The vehicles have driven over 8,000 without the cost of any gasoline or other petroleum products. Though we have replaced some batteries, the overall cost is still significantly less than if they were gas powered. The Wolf Guard has also lessened the need for more police officers by handling many of the service call during the busiest part of the academic year.
 - b. Utilizing ATV's as a patrol option in lieu of gas powered units. Last year they purchased an electric ATV which provides all of the capabilities of the gas powered but with the same benefits of the Wolf Guard vehicles
- The Police Department has switched to 12 hour shifts which allow us to put more people on each shift instead of the standard 8 hour shift. This has allowed better handling of the significant increase in calls experienced since the opening of the Greek Village and dealing with increased enrollment.
- Technology Improvements:
 - a. Over the past three years, ITS has worked to improve IT service delivery to the campus by improving our project management processes, and implementing new service desk software that provides the foundation for planning and monitoring all aspects of information technology service delivery. These efforts to formalize how we prioritize, plan and track our work ensure that our efforts stay focused in the right areas.
 - b. Technical infrastructure has been simplified and the number of Windows domains managed is reduced. This change simplifies user account management, storage allocation and management, as well as system administration tasks.
 - c. Migrated to "cloud" computing, or server hosting, for those applications where it is a good fit to reduce system administration expenditures over the lifetime of the product.

FY 2014 Budget Narrative

2) Provide an update on the status of Public Private Ventures (PPVs) at your institution. Have the underlying assumptions been achieved (i.e. enrollment, occupancy, etc.) If not, discuss how shortfalls will be addressed.

The University of West Georgia has 8 PPV projects.

The Suites, 612 beds in three residence halls: - this initial project did not project any annual cash surplus in its pro-forma, however, over the last two fiscal years The Suites has generated a net cash flow of \$820,711.

Arbor View Apartments, 602 beds in three residence halls: - from its inception in 2006 through 2010 this project lagged behind its pro-forma in net cash flow, however in the last two fiscal years the pro-forma called for a net cash flow of \$186,237 and the project has generated a net cash flow of \$267,261.

The Campus Center, a renovation of an existing 32,000 square feet facility and an 85,000 square feet addition to function as a Student Union/Recreation facility: – this project was projected to produce an annual cash surplus between \$4,000 and \$10,000. Over the last three fiscal years it has generated a cash surplus of \$195,300. This project was refinanced on August 2, 2012 with an anticipated savings of \$1,373,789 over the remaining 19 years of the bond life.

The Greek Village, 262 beds in 16 two-story houses plus a community building and a staff residence building: - this project has had financial challenges meeting the pro-forma expectations. With a prescribed equity contribution \$88,000 over the last two years it was expected to generate a very modest cash surplus of \$5,322. However, in order to achieve that result an equity contribution from other housing funds of \$343,219 was necessary. The equity contribution for FY2013 will be \$0. This program has been strengthened by implementing stronger contracts with the participating organizations in June 2012, and improving billing procedures. Based on these changes we believe the pro-forma goals will be achieved from FY 2013 forward.

The Athletic Complex, a 9,000 seat football stadium and two football practice fields, a 40,000 square feet athletic operations building, a women's softball field and field house, two soccer fields, and associated parking lots - this project was projected to produce an cumulative cash surplus from its inception in FY2009 through FY2012 of \$2,974. During this period it has generated a cash surplus of \$34,683. A second series of bonds (\$3,780,000) was sold in April 2012 to complete the Athletic Operations Building, with revenues to pay off the bonds to come from the combined annual surplus generated by all auxiliary units. This current combined surplus exceeds \$18,000,000 for all auxiliary units

The UWG Bookstore, a 23,000 square feet bookstore and retail center: - this project is meeting all expectations. The total borrowed for this facility was \$6,151,130 with an annual debt service of approximately \$380,000 to be paid from Bookstore surpluses. The current Bookstore cash reserves are approximately \$4,600,000. Annual sales in the Bookstore grew from \$4,110,748 in FY2011 to \$4,346,758 in FY2012.

Center Pointe, 610 bed residence hall: - this project was completed in August 2012 and met the occupancy requirement for Fall 2012.

East Village Project (under construction) – comprised of The Oaks 473 bed new residence hall, Bowdon Hall Renovation -285 beds, two story building with a dining hall and Residence Life offices: - this project is currently under construction and will open for Fall 2013.

FY 2014 Budget Narrative

3) Discuss significant audit findings and material weaknesses as noted by internal and external auditors. What plans are underway to address and correct these findings? Be specific.

External Audits:

Over the last 5 years there have been no significant audit findings or material weaknesses noted by external auditors.

Internal Audits:

Internal Audit classifies observations in the order of seriousness highest to lowest as material, significant or comment.

There were no material findings within reports issued during Fiscal Years 2012 and 2013.

The following significant observations were included within reports issued during Fiscal Years 2012 and 2013 through November 19, 2012.

Cash Handling:

A. Segregation of Duties -

Eleven departments did not have proper segregation of duties. Based on recommendations from the auditors, corrective action has been taken. In one person offices, the department manager is reviewing the deposits and signing off on the reconciliations.

B. Cash Retention and Deposit Timelines –

Seventeen departments were not in compliance. Corrective action taken based on auditors' recommendation. University's policies and procedures need to address holding cash for making change.

C. Cash Safekeeping –

Three departments did not observe proper security of cash. Corrective action taken based on auditors' recommendation.

D. Cash Over/Short Notification –

During the review of the Bookstore it was noted the Bookstore was short/over 27 times in a 6 month period when comparing deposit slips to the daily report. A daily cashier drawer reconciliation form is now used that is signed by the cashier and supervisor.

Evidence and Property Control:

In auditing the University Police department, one error out of 17 items noted. The item was from 1997. A complete inventory will be completed by February 14, 2012.

Fuel Card Audit:

A. Shared Pin Numbers –

Pin numbers were shared among employees and in one instance, a pin number was not deleted after the separation of an employee. All shared pins have been deleted and employee training regarding fuel card usage has been provided.

B. Fuel Card Transaction Log Maintenance –

Departments are not maintaining transaction logs as required by University procedures. Logs will be required to be submitted to the fuel card administrator quarterly.

Bookstore Operations:

FY 2014 Budget Narrative

A. Inventory Control-Bookstore purchases are not approved by management prior to issuance of binding purchase order. The State Purchasing Department guidelines exempt retail operations from required compliance with their published purchasing guidelines and requirements. Following the state purchasing requirements is an effective control and best practice. The bookstore began using ePRO for as many purchases as possible. All non-ePRO orders will be approved by management.

B. Excessive Access to WinPrism Module –

Nebraska Book Company verified that a report showing system access is not available. A report created by the auditors of staff access showed excessive access was granted to a variety of staff as well as one terminated employee. Management has limited who can grant access to system and has updated control module.

C. Stock Adjustment Capabilities –

A variety of staff adjusted stock with apparently little to no management oversight. All stock adjustment recommendations are approved by the AVP of Auxiliary Services. Stock adjustments now made by full-time staff only. All stock adjustment Stock adjustment reports will be reconciled monthly by management.

D. Setting Retail Prices –

Accountability for retail prices is not established by policy or by practice nor does a delegation of authority exist. A variety of staff have the capability to adjust pricing including discounting at the register. Procedures are now in place allowing only management to set and/or adjust prices. Management will reconcile price changes and overrides weekly.

E. Changing “Cost” Data –

The cost of books to the university usually changes between the time the order is placed and when the books are received based on size of the consolidated orders. This is not unusual in the industry. A variety of staff had the ability to change the cost data. Now the Assistant Bookstore Manager must approve any and all changes to cost data.

F. Late Payment of Invoices-

In the first 7 months of FY2012, 70% of the invoices were paid past the 30 day due date. Large portions were orders related to setting up the new bookstore for opening. Timely management review of accounts payable reporting now occurs on a monthly basis. Additionally, a bookstore manager position is advertised to improve oversight of operations.

G. Student Worker Time Reporting and Approval –

Students are able to clock in and out using alternative computers and mobile devices. Numerous 15 minute intervals of time stamping allowed students to receive compensation when not working. Additionally, the same full-time employee was entering student’s time and approving it. Now students must clock in using only the bookstore computer. A time card module was purchased to monitor compliance. Positions duties were restructured to ensure adequate supervisory personnel are present. Weekly time reports will be reviewed by management for exemptions to schedules.

H. Limiting Student Worker Hours –

The university’s policy restricts students from working more than 20 hours per week unless an exemption form is approved by Career Services. There were 117 instances of students working more than 20 hours per week without exemption forms submitted for approval. Weekly schedules will be reviewed by the Assistant Manager prior to finalizing. Any exemptions to the 20 hour week rule will need approval prior to posting schedules. New student workers are informed of work responsibilities including the limit on hours during an orientation session prior to employment.

FY 2014 Budget Narrative

I. Full-Time Employee Time Reporting –

During the review it was noted 51% of the days worked by full-time staff from July through December were greater than 8 hours per day. No evidence of advanced authorization was provided. It was noted that full-time employees were eating lunch at their desk and being paid for the time. All full-time non-salaried employees are required now to use the store's new ADP Time Stamp machine to clock in and out. Overtime approval prior to working must be documented in writing.

Townsend Center :

A. Cash Handling –

The combination for the cash safe had not been changed in a long time and staff reported they do not know how to change. All full-time staff and a few students have combination to cash safe. Room with safe has common door lock and no security cameras. Management will work with safe company to determine how to change combination each semester or purchase new safe with cash drawer vaults separate from cash deposits area. Management will work with university police to install proper locks and security surveillance.

B. Segregation of Duties –

One person may invoice, collect payment, and reconcile accounts based on staff availability. The creation and mailing of invoices will be separated from the payment collection and reconciliation functions. The director will review the reconciliation.

Small Electronics Control:

Geoscience faculty relocating to Korea last spring did not return university-purchased Kindle. When department personnel requested the item returned, the faculty informed the department that it had been shipped with personal items to Korea. Department emailed faculty requesting payment for the item. Department did not notify internal audit of misuse of university property. Issue discovered during audit. Issue not resolved.

Part II: Fiscal Year 2013 Update

4) How are new funds appropriated for fiscal year 2013 being used to address the institutional priorities as presented during the last budget hearing? Specifically, discuss the progress to date, achievements, challenges, etc.

In Fiscal Year 2013, the University of West Georgia received \$900,000 in new money to be used to hire faculty in areas of greatest need. Many part time hires were made for that year as the money came to UWG too late in the hiring cycle to fill the positions for FY13. The money that could not be used to hire faculty was allocated to institutional priorities on a one-time basis. These expenditures or planned expenditures are noted in the first half of the nested table below. Current faculty searches for FY14 are listed in the second half of the nested table below.

Money Allocated to UWG for FY13

New Faculty			\$900,000.00
Fiscal Year 2013 Actual Expenditures			
Positions	# of Hires	Area	Totals

FY 2014 Budget Narrative

Full-time Instructors	2	Library	\$97,280.00
Full-time Instructor	1	Nursing	\$69,960.00
Full-time Instructor	1	Accounting	\$69,952.00
Full-time Instructor	1	Collaborative Support & Intervention	\$68,768.00
Part-time Instructor-Core	3	Sociology	\$7,609.00
Part-time Instructor	2	Accounting	\$6,274.00
Part-time Instructors	3	Marketing	\$9,689.00
Part-time Instructor-Core	4	Psychology	\$10,145.00
Part-time Instructor	1	Mass Comm-Media	\$5,073.00
Part-time Instructor-Core	1	Mass Comm	\$2,537.00
Part-time Instructors	4	Criminology	\$10,000.00
GRA Funding	multiple	Psychology	\$111,000.00
Full-Time Instructor	1	Foreign Languages and Literatures	\$45,024.00
Full-Time Instructor	1	Mass Communications	\$54,480.00
Full-Time Instructor	1	Educational Leadership	\$54,906 .00
<i>Anticipated Spring 2013 Expenditures</i>			
Full-time Instructors-Core for Spring semester only	2	Math	\$48,640.00
Part-time Instructors	30	College of Education	\$76,500.00
Part-time Instructors	2	Accounting	\$6,459.00
Part-time Instructors	2	Marketing	\$6,459.00
Part-time Instructors	12	Core/various courses	\$64,050.00
Various facility projects		Facility projects	\$75,195 .00
FY 2013 Total			\$900,000.00
FY14 Planned Expenditures			
Tenure Track Faculty	1	English	\$66,400.00
Tenure Track Faculty	1	Foreign Language and Literatures (Spanish)	\$66,400.00
Tenure Track Faculty	1	Philosophy	\$66,400.00
Tenure Track Faculty	1	Biology (Microbiology and Diversity)	\$66,400.00
Tenure Track Faculty	1	Physics	\$66,400.00
Tenure Track Faculty	1	Criminology	\$68,768.00
Tenure Track Faculty	1	Mass Communications	\$68,768.00
Tenure Track Faculty	1	Psychology	\$68,768.00
Tenure Track Faculty	1	Sociology	\$68,768.00
Tenure Track Faculty	1	Counseling (Support Doctoral Students)	\$71,136.00
Tenure Track Faculty	1	Education/Inquiry (support doctoral student advising)	\$78,240.00
Tenure Track Faculty	1	Instructional Services (Library Faculty)	\$62,492.80
Tenure Track Faculty	1	Nursing	\$86,528.00
FY 2014 Total			\$905,468.80

FY 2014 Budget Narrative

5) Each institution submitted 3% reduction plans for FY 2013 amended and FY 2014. Do you anticipate any major changes to your plans?

No major changes anticipated.

6) How is your institution addressing the possibility of an additional 2% cut and/or the impact of enrollment declines? Are furlough days being considered? If so, how many?

The additional 2% reduction for FY2013 is understood to be one-time as such we are implementing the following actions. When permanent reductions are required, UWG will implement a more strategic approach to budgeting. Additionally, we are not considering furlough days.

Fiscal Reductions:

- Departments have been asked to limit travel and supply purchases to necessity items only.
- Tighter controls implemented over the use of “pooled” funds such as the faculty vacancy pool.
- Restructuring vacancies to reduce position in SAEM (non-CCG area).
- Delay hiring decisions to generate salary savings from vacant positions.

Enrollment Increases:

UWG has experienced enrollment increases in undergraduate, graduate, and doctoral programs over the past year.

Part III: Looking Ahead to FY 2014

7) Discuss the priorities, needs, challenges, and opportunities facing your institution.

There are many challenges and needs facing West Georgia that are important for the continued progress of the institution, but are not specifically mentioned in our CCG plan. The CCG plan is certainly a priority, and that is reflected in our budget request submission in Item 8. However, that plan is mostly about serving underrepresented students, and includes specific initiatives to do so. Still, programs and services that are not specifically directed at underrepresented populations continue to serve the majority of our students and need additional resources to handle enrollment increases, quality expectations, and to offer best-practices for student services. Although focusing on Complete College Georgia initiatives is important, doing so exclusively creates a void in many areas not specifically focused on CCG. A challenge is to adequately support such campus areas as Counseling, Student Activities, Campus Recreation, Career Services, Facilities, Bursar, Budget, Development, etc.

Another challenge in all areas of the university is the result of several years of no pay increases and reduced budgets. It is very difficult to attract excellent candidates for faculty and staff positions because our pay has not kept up with the market in these trying economic times. The best candidates are going to other states and to higher-paying positions in Georgia and even in the immediate area. We currently have faculty and staff equity studies in progress being conducted by consultants with national expertise and experience in this field. Although we have the ability to restructure and reclassify positions to increase the pay range of positions, we must do so with the knowledge that doing so will result in fewer personnel to serve an ever-growing student base. As a SACS Level VI doctorate-granting comprehensive

FY 2014 Budget Narrative

university, UWG is well poised to be a destination of choice for those well-qualified Georgians who do not go to one of our Research Universities, thus retaining these excellent students in state. This is good for UWG and great for Georgia. However, it will be difficult to accomplish excellence, and indeed even continued progress, if we are continually underpaying our workforce and settling for employees with lesser qualifications. Compounding the problem is inadequate resources to provide necessary and sufficient professional growth opportunities.

Specific examples of the difficulty created with low salary levels are highlighted in the following chart for the Division of Academic Affairs. Other examples exist in all areas of the university.

Faculty	College	UWG Action/ Offer	Accepted	Other Action/Offer
Eugenio Di Stefano, Assistant Professor	COAH	Resigned from UWG at \$48,000		Left for University of Nebraska, Omaha, though UWG offer to match salary of \$50,000.
J. Caleb Boyd, Associate Professor	COAH	\$49,000		Will leave at the end of this year for more lucrative career in computer science.
Will Albertson	COAH	Offered L-T instructor position in Spanish at \$35,000		Declined UWG offer
Assistant Professor early childhood/ special education (shared)	COE	\$53,000	Pending	She wants UWG, and we have convinced her to come, despite the fact that she was offered 57,000 elsewhere.
Assistant Professor of College Student Affairs	COE	\$52,000	University of Nebraska	\$57,000 plus lower teaching load, moving expenses, start-up package.
Assistant Professor of College Student Affairs	COE	\$52,000	University of North Carolina (Wilmington)	\$64,000 plus lower teaching load, moving expenses, start-up package of \$3,000, plus \$7,000 for travel.
Assistant Professor of Instructional Technology	COE	\$56,000	University of Arkansas	He wanted to come to the Atlanta area, but he was making more money at the University of Arkansas than we could offer.
Assistant Professor of Instructional Technology	COE	\$56,000	Virginia Tech	He wanted a salary in the \$72,000 – \$80,000 range and spousal accommodation.
Assistant Professor of Speech-Language Pathology	COE	\$53,000	Pending	She is interested in UWG, but when she heard the low salary, decided to stall to see if she gets a better offer elsewhere.
Assistant Professor Science Education	COE	\$56,000	Butler University	Received 3 other offers, and ours was the lowest. The others were \$62,500 or higher.

FY 2014 Budget Narrative

Associate Professor of Educational Research	COE	\$60,000	University of Oklahoma	He would not come because we would not offer tenure.
Department Chair of Educational Innovation	COE	\$95,000	Iowa State	They paid more for him as professor than we offer for department chair.
Assistant Professor	COSM	Made two offers at \$55,000		Both offers made were declined because the salary was not competitive.
Chad Mathews, Instructor	COSM	Resigned from UWG at \$35,000	West Georgia Technical College	Left for a higher paying position at West Georgia Technical College.
Dan Rocco, Associate Professor	COSM	Resigned from UWG at \$83,947		Resigned to pursue more money.
Dr. Hwahwan Kim, Assistant Professor	COSM	Resigned from UWG at \$48,000		Left for a higher paying position in Korea. When he first came to UWG, he took a pay cut.
Kevin Dyke, Instructor	COSM	Resigned from UWG at \$43,575	Georgia Highlands	An Instructor who specializes in Mathematics Education and earned in the \$40's here. He left UWG for a higher paying position at Georgia Highlands.
Assistant Professor	COSS	Declined	NY	Currently at \$74,000 base and declined our best offer.
Assistant Professor	COSS	Declined	Boise State	Accepted position at \$63,500.
Assistant Professor	COSS	Declined		A Ph.D. from Duke declined our offer.
Chris Williams, Assistant Professor	COSS	Resigned UWG at \$55,758	Bradley University	Hired as Founding Chair of a one member department at \$96,500 for 9 month contract with possibility for summer teaching (2 class max at \$7,500 per class).
Laurel Holland, Interim Chair and Associate Professor	COSS	Resigned UWG at \$52,507	Georgia Gwinnett College	Offered an additional \$10,000 to their current salary to sign five year, non-tenure contract.
Richard Lemke, Assistant Professor	COSS	Resigned UWG at \$48,000	Lakeland College	Offered \$58,000 for 9 month contract as Assistant Professor with possibility for summer teaching.

FY 2014 Budget Narrative

Todd Matthews, Assistant Professor	COSS	Resigned UWG at \$50,000	University of Maryland, Eastern Shore	Left UWG for a higher salary.
Ashford, Susan Assistant Professor	SON	Resigned from UWG at \$66,890	Clayton State	UWG Salary plus \$5,000 plus increase in rank.
Garrett, Faith Assistant Professor	SON	Resigned from UWG at \$62,000	Gordon College	Hired as Dean of Health Sciences at higher salary.
Lake, Becky Assistant Professor Clinical	SON	Resigned from UWG at \$52,000	Piedmont Health System	Returned to position of Clinical Nurse Specialist, Increase salary and decrease workload; hospital agreed to pay student loans.
Lawson, Jennifer Assistant Professor	SON	Resigned from UWG at \$52,000	Clayton State	Hired as Assistant Professor Clinical with higher salary - \$3,000-\$5,000.
McCoy, Katryna	SON	Declined \$65,000		Requested higher salary of \$75,000.
Megginson, Lucy Assistant Professor	SON	Resigned from UWG at \$62,000	Floyd Health System	Hired as Director of Clinical Excellence. Salary at \$135,000 plus hospital agreed to pay \$40,000 in student loan debt.
Needham, Colleen Assistant Professor Clinical	SON	Resigned from UWG at \$53,600		Full-time employment inconsistent with family priorities; hired as part-time instructor for fall 2012.
Snyder, Cindy	SON	Declined \$65,000	Stayed at current Job	Salary of \$125,000.
Williard, Julie Assistant Professor	SON	Resigned from UWG at \$76,004		Returning to part-time clinical practice; can earn same salary working only 2 days/week.

In the area of University Advancement the following activities are planned to encourage student enrollment and retention:

- Raise a minimum of \$300,000 in new scholarships and an additional \$300,000 in faculty support to attract new and retain students and faculty.
- Increase university visibility by segmenting marketing efforts to influence prospective traditional and non-traditional students.
- Make student retention more attractive by increasing athletic performance and providing additional funds for a growing number of student activities through directed fund raising.

FY 2014 Budget Narrative

Building upon our current strategic initiatives, Campus Planning and Facilities has proposed four new initiatives aimed at promoting RPG and supporting the Complete College Georgia program. These initiatives accomplish these goals by a) directly enhancing the students' in- and out-of-classroom experience at UWG, and b) developing robust, data-rich plans that empower the University's leaders to make the best decisions about our facilities that will in turn drive RPG and prepare us for growth. These four initiatives are as follows:

- *Establishment of a space management/integrated planning function in AEC Project Services.* As UWG continues to grow, it will require an integrated planning approach to the effective utilization of campus space. With our present opportunity to consolidate classroom space for the short term, we face a window of opportunity to systematically take instructional spaces offline and perform much-needed renovations and alterations. We would hope to improve the in-classroom experience of our students by providing instructional space that is responsive to their physical, pedagogical, and technology needs.
- *Increased focus on facility condition assessment and life cycle management.* CP&F is presently conducting Facility Condition Assessments for all Tier 1 E&G buildings (>5,000 GSF). We have also conducted similar assessments on several PPV and auxiliary facilities, and have proposed that a consultant be engaged to assess our underground infrastructure as well. Our objective is to assess all buildings within 2 years and consolidate our assessment data into a single database that will drive our MRR and capital improvement planning process in the future for both E&G and auxiliary facilities. This will require acquisition of a capital planning software solution and allocation of staff resources to maintain a comprehensive and current facility condition database.
- *A First Impressions Initiative emphasizing the natural beauty of our campus as a recruiting and retention driver.* The *First Impressions Initiative* has the primary objective of creating a strong and lasting first impression of our campus for those prospective students, parents, visitors, conferees, and benefactors who may be visiting our campus for the first time. This is accomplished through:
 - Creating an accessible campus that is easy to navigate;
 - Identifying and tending to landscape areas that are part of the first-visit experience;
 - Ensuring that campus site amenities such as way finding, exterior furnishings, parking, transportation, and special venues are visitor-friendly;
 - Keeping building exteriors, streets, plazas, and walks clean and attractive.We believe that additional investment in the physical appearance and visitor-friendliness of campus is essential for recruiting and retaining students.
- *A collaborative effort to enhance the reliability, capacity, and effectiveness of our campus technologies.* The current fiber network serving the campus, and upon which nearly every department relies for mission-critical data services, lack the redundancy, and therefore the reliability, that is essential for a campus of UWG's size. Moreover, we have learned over the past two years that the fiber routing, capacity, and physical location are questionable, and may not provide the means for future technology initiatives in support of the University's mission. The Wi-Fi systems across campus, as well, can be found to be intermittent, unreliable, and difficult to access at certain locations. This impacts not only students, employees, and guests, but also CP&F and other service units who wish to advance their use of technology to handheld and wireless devices to improve the speed and effectiveness of the services we offer.

We propose a collaborative effort with Information Technology in the development of a three-year plan to address deficiencies in the campus fiber and Wi-Fi networks. This plan would involve the hiring of a consultant to assess our fiber and Wi-Fi condition, capacity, and reliability, along with a plan to make needed improvements in these systems over the next three years. Until we are able to contact providers of this service and develop a scope of services, we are recommending a budget of \$150,000 in one-time money to bring a consultant on board, with any residual funds to be directed at short-term implementation of findings.

FY 2014 Budget Narrative

Additionally, challenges exist in other areas of the university.

- As the student population and institution grows, the need for additional office space and human resources increases to meet the increased demand for service in the Bursar, Controller, and Purchasing offices.
- Ability to provide automated solutions to students in a technological way that the students can relate to easily and comfortably.
- Campus safety is always a concern for a growing institution. Personnel are needed for patrol, communication and escort requirements continue to be a challenge.
- Confronted with such recent mandates in travel policies, mandatory training, enterprise risk management, and UWG is in need of additional resources at the local level to ensure that the institution remains in compliance.
- The primary needs of the Police Department revolve around increasing the number of police officers, dispatchers and Wolf Guards to better serve the students.
- The new requirements regarding Title IX issued by the Department of Education have required us to review our Title IX processes and procedures. As a result of this review, we have determined that meeting these requirements would be accomplished best by having a full time Institutional Compliance Administrator to serve as the Title IX Coordinator as well as the Title VII Coordinator. This position would ensure efficient and effective overall administrative management of institutional compliance regarding civil rights issues and complaints.
- While securing the campus infrastructure has always been a primary area of concern for ITS, the level of sophistication found in the network attacks today are reason for an increased focus in the area of security. Our current firewall systems do not allow us to respond quickly enough to new attacks or vulnerabilities, and are in need of modernization.
- A compliance officer who can help coordinate all of the significant efforts needed to help ensure that the University is in compliance with various federal regulations. After speaking with the Controller's Office, we feel this position is best housed in the Business and Finance division.

8) If the University System is appropriated additional funds in FY 2014, what are the major budget priorities for your institution? How will the funds be utilized to best serve students? Please use of the attached Excel template to provide the estimated cost associated with each priority (tab labeled New Funds).

The attached Excel template describes the major priorities for the University of West Georgia. The priorities are presented in 3 tiers as follows:

Tier 1A – UWG's top priority requests reflect institutional priorities for Complete College Georgia and USG Strategic Goals which equal \$1,636,730.

Tier 1B – UWG's extremely important requests in the context of Complete College Georgia and USG Strategic Goals but are secondary to the critical needs identified in Tier 1A which equal \$1,297,072.

Tier 2 – UWG's important priorities related to the Complete College Georgia and USG Strategic Goals which equal \$2,552,076.

9) Do you anticipate enrollment challenges in the upcoming year (FY 2014)? What actions are you taking to address these challenges? How will this affect existing public private ventures (PPVs)?

From all indications our enrollment for FY2014 looks to be solid and growing. Fall 2012 saw double-digit growth in Graduate Education and our largest entering freshman class ever (including students from the Summer early entry programs). All current PPVs are poised to meet pro forma requirements based on enrollment projections. There is

FY 2014 Budget Narrative

sufficient built-in surplus to mitigate variations in actual to projected enrollment.

The enrollment challenge we had was with our continuing students from the classes of Fall 2009 and 2010 (two years with lower new freshman enrollment than the previous year). These entering cohorts started out smaller, and have also progressed at lower rates than previous classes. We also had a larger proportion of part-time students. We have completely revamped our Core Seat planning process, and we believe that this action will address most of the issues surrounding lower upper class enrollment and higher numbers of part-time students.

Through the Complete College Georgia initiative we are also looking at internal processes and procedures that pose barriers to enrollment. For instance, we have created a “one bill” system that allows us to place all charges onto the Bursar Bill—thereby reducing the need for registration holds for smaller charges like library fines, parking fines, and damage fines in the residence halls. This will allow students to register and progress while still being held responsible for their fines and fees prior to attending classes.

10) Discuss proposed increases to mandatory fees for FY 2014 (if applicable). By what percent have fees increased over the last 3 years? How do increases impact affordability for students?

There are no mandatory fee increases proposed by the University of West Georgia for FY 2014. The total percentage change over the three year period is displayed in the following chart.

**Mandatory Fee Changes
FY2011 to FY2013**

Activity	0.00%
Athletic	6.92%
Athletic Complex	14.29%
Campus Center	0.00%
Health	10.99%
International	0.00%
Technology	0.00%
Transportation	8.93%
Total	5.97%

Students continue to seek value, and although they are concerned about the actual dollar amounts they are charged, they continually ask about increasing fees to pay for the amenities they want. For instance, last year the Student Government Association took the initiative to endorse an increase in fees to pay for an expansion of the Campus Center. It never got to a vote because it had been made clear from the USG staff that we were not to submit fee increase requests. However, the students were willing to increase their own fees to have the amenities.

11) What other “mandatory fees” are in place at your institution. (i.e. mandatory housing requirements, mandatory meal plans, etc.)

Only first year students not living at home within a thirty mile radius from campus must live in on-campus housing and purchase a meal plan. There are various options for housing and dining. For FY 2013 housing fees range from \$2,070 to \$2,875 per semester and meal plan options range from \$1,315 to 1,691 per semester.

FY 2014 Budget Narrative

12) What are your recommendations with respect to tuition increases for FY 2014? What is the rationale behind your recommendation?

The University of West Georgia supports a 3% increase for undergraduate tuition to enhance the quality of the educational experience in a number of ways, including the maintenance of small class sizes.

For graduate tuition, the University of West Georgia is requesting a 9.1% increase in the graduate tuition credit hour rate for FY2014 from \$187 per credit to \$204 per credit or an annual rate of \$2,448.

The proposed rate increase in graduate tuition (beyond the 3% level) is made on the basis of two major points:

1. To enhance the quality of programs and service to students, and
2. To correct gross inequities of past years, during which graduate tuition at the University of West Georgia has been *far* behind that of its peers.

Each of these is discussed in turn below, but it is clear that they are interdependent – i.e., while UWG's quality and service is very good, had our tuition rates over the past several years not been so far behind peer institutions with similar missions, the quality and service dimensions would have been much further ahead of where they currently are.

- 1. The first justification for the increased graduate tuition rate is to provide quality of the program and service to students worthy of a first class graduate program.**

The increased revenue which will result if our request is approved will be used to enhance the quality of the educational experience for students in several of the following ways:

- Provide more funding for graduate assistantships and teaching assistantships – higher stipends and/or increased numbers of assistantships to recruit/retain/graduate more graduate students (RPG).
- Add graduate faculty positions to support the smaller class size and individualized nature of quality graduate coursework and research projects, particularly at the doctoral level (also RPG related).
- Support for additional lab equipment, computers, and infrastructure for graduate programs, particularly those in the sciences.
- Provide institutional grants to support the development of graduate student/faculty research activities to enhance quality.
- Provide support for internships and professional / career development." Graduate school is a step ladder to a better career position, and the graduate school experience can work to help the student not only earn their degree, but make inroads into turning that degree into a job.
- Add additional course offerings – this would require strategically hiring additional faculty so as to assign more graduate level courses to graduate faculty.
- Provide increased support to our four Doctoral programs, which are more expensive than Master's programs.
- Library uses of any increased graduate tuition funds would include:
 - Library research orientations for incoming graduate students,

FY 2014 Budget Narrative

- Research workshops, tutorials and interactive learning modules for graduate students – face-to-face and online,
- Faculty hours dedicated to providing research support to graduate students, especially intensive with those pursuing a doctorate,
- Citation management software workshops,
- Faculty support for data set research needs,
- Significant increases to the library collections that support graduate curricula ongoing increase to the library collections budget,
- Increases to collection funds dedicated to digitized primary sources that support graduate curricula,
- Implementation of an online institutional repository for access to campus-generated research,
- Recruit and retain subject specialist librarians who will support graduate-student research needs,
- Process dissertations and theses,
- Support staffing adequate to provide increased collections management and access to facilities and services,
- Increased technology infrastructure to support related services, and/or
- Building expansion and improvements adequate to support increases in resources and service levels.

In addition to the above, we know that graduate programs are considerably more expensive to deliver. When graduate programs are relatively underfunded, there is an impact on quality of those programs and on services that can reasonably be provided to students, but there is also another potential hidden impact, and that is on undergraduate programs which must make up for the underfunding in graduate education. This unintended consequence of underfunding of graduate programs needs to be addressed by having adequate graduate tuition to meet the needs of these programs.

2. The second justification for the increased graduate tuition rate is to correct gross inequities of past years, during which graduate tuition at the University of West Georgia has been *far* behind that of its peers.

Comparative data is provided in the .pdf attachments to demonstrate that Graduate tuition for The University of West Georgia is significantly below the average of its peer groups, and significantly below where it needs to be for a quality graduate education.

All comparisons and computations are done for the full-time graduate student rate (as an apples-to-apples comparison). UWG's In-State Rate is \$2,233 for a full-time student (12 hours). Please see the attached .pdf files which provide detailed computations, and summary points on the following page.

The results of the peer comparative analysis are summarized below.

- The Robust Tier (Excl. UWG) **Average** and the Robust Tier (Excl. UWG) + GCSU and SPSU **Average** for FY 2013 are both \$2,974– ***UWG is \$741 below that number.***
- The All Comprehensive Universities (Excl. UWG) **Average** for FY 2013 is \$2,487 – ***UWG is \$254 below that number.***
- The Robust Tier (Excl. UWG) **Minimum** for FY 2013 \$2,672 – ***UWG is \$439.00 below that number.***
- The Robust Tier (Excl. UWG) + GCSU and SPSU **Minimum** for FY 2013 is \$2,661 – ***UWG is \$428.00 below that number.***

If UWG increased its graduate tuition rate for FY2014 by 3 percent that would mean an increase of \$83 per year, which would still be \$658 below the Robust Tier Average and also the Robust Tier + GCSU+SPSU Average, and indeed, even of the order of \$345 below the Minimum of these peer groups! And, this assumes that only UWG increases its tuition and none of these other institutions increase theirs – clearly, this is an unrealistic assumption.

FY 2014 Budget Narrative

If UWG increased its graduate tuition rate by 5 percent, that would mean an increase of \$119, which would still leave it \$622 below the Robust Tier Average and the Robust Tier + GCSU+SPSU Average, and \$309 below the Minimum of these peer groups!

If UWG increased its graduate tuition rate by 10 percent, that would mean an increase of \$239, which would still leave it of the order of \$500 below the Robust Tier Average and the Robust Tier + GCSU+SPSU Average, and indeed, even \$189 below the Minimum of these peer groups! Note that a 10% increase would yield a rate of \$2,472.

An increase of 9.1% (a dollar increase of \$204 (2448-2233) would yield a rate of \$2, 448. This amount is divisible by 12 at \$204 per credit and eliminates cents added to our rate.

Final Recommendation: We recommend that UWG graduate tuition increase by 9.1 percent to \$2,448 ... which will still leave UWG Graduate Tuition of the order of \$741 *below* the Robust Tier Average and the Robust Tier + GCSU+SPSU Average.

13) Discuss new academic programs under consideration. How do the proposed programs line up with the goals of the System and the State? How was the need for the programs determined?

The university is in the initial stages of new program development for the medium to long term. We do not anticipate requesting Board approval for any new programs in the next year.

Part IV: Facility Needs

14) Discuss how your campus has been impacted by the space utilization study.

As we have learned from our recent Space Inventory and Utilization Study (Comprehensive Facility Planners, Inc., 2012), there remains much work to be done to optimize the quality and utilization of UWG's academic space. Among CFPI's findings are the following:

1. The current quantity of office space across campus does not provide room for growth in faculty or staff
2. Classroom utilization across departmental and shared classrooms calculates to about 47%, which is below national guidelines of 71%.
3. Station occupancy percentages exceed national standards, indicating effective use of classrooms when they are used.

When considering the accountability we face at the USG for effective space utilization, and considering the many requests AEC receives each year for changes in academic space, we have proposed that resources be funded to oversee the management of campus space and integrated planning for academic space as follows:

- Management of the campus space inventory using Banner and FIDC, as well as a proposed third-party Computer Aided Facility Management (CAFM) system.
- Oversight of the space planning consultant and coordination with BOR staff in the phase 2 space inventory and utilization study that will be conducted by the system office.
- Increased requirements for periodic reporting on space utilization to Institutional Research, Academic Affairs, and the USG offices.
- Oversight of the Space Allocation Request process in collaboration with Academic Affairs and other departments.
- Conducting quality assessment of instructional space, including physical environment, appropriate to pedagogy, technology, and furnishings.
- Serve as resident expert on learning environments, and assist the University Architect, design professionals, academic departments, and other stakeholders in space programming and application of best practices for instructional spaces.

FY 2014 Budget Narrative

- Development of a five year plan for rehabilitation and repurposing of learning environments in cooperation with Academic Affairs.
- Continuous analysis campus space, including recommendations to improve quality and utilization of space.

15) Discuss the facility opportunities, needs and challenges facing your institution. Please use of the attached Excel template to provide the estimated cost associated with each priority (tab labeled Facilities).

UWG is facing a number of near-term challenges with regard to campus facilities. Consistent with USG Strategic Goals 1 and 2, the University is presently focused on addressing facilities needs as follows:

1. Repurposing of the Murphy Center (formerly home to Athletics) toward the creation of office and support space for targeted programs including Extended Learning and Admissions.
2. Relocation of the Newnan Center operations from its current location in Shenandoah Park to the proposed location and the former Newnan Hospital. We are nearing the completion of the due diligence and approval process for this redevelopment partnership with the City of Newnan, and will redirect operational funds to the new location.
3. Additionally, there is an opportunity to utilize shell space from this project to develop a new and expanded eCore and eMajor presence in Newnan to extend the reach of USG's online learning opportunities.
4. UWG faces two significant infrastructure risks that require near-term mitigation.
First, the current substation operated by Georgia Power is approaching its practical capacity due to the addition of over 1 million square feet of campus during the past ten years. Campus growth has encroached on the substation, and it will soon be necessary to relocate and expand the substation. Additionally, the medium voltage subsurface feeder loops serving campus are at the end of their service life and require replacement.

Second, engineering analysis, design and documentation is required to fully assess the current subsurface optical fiber cabling system. UWG needs to move from a radial system of data distribution to a continuous fiber backbone ring for connection redundancy and disaster recovery. The estimated cost of this engineering work is \$135,000.
5. Relocation of Cole Field (baseball) to the Athletic Complex, consistent with the University's Master Plan. This project will place the baseball program in better proximity to parking, traffic, and support resources, and will enable the University to recapture this valuable real estate for continued master plan development.
6. Establishment of a university presence in downtown Carrollton. The addition of a gallery and a convenient center for continuing education can potentially be achieved at a modest cost. A downtown presence could enhance the UWG image and serve a recruitment function.

UWG continues to face mounting deferred maintenance costs in the Biology building. A 2012 Facility Condition Assessment by ISES identified \$16,081,935 in deferred MRR costs, with a Facility Condition Needs Index (FCNI) of 0.43. \$10 million of these systems and components should be addressed prior to year 5 (2016). A 2007 *Facility Program, Building Evaluation, and Pre-Design Study* by Kent Brown and Associates proposed a two phase approach to addressing the needs in Biology. Phase 1 consists of a renovation project focused on mitigating deferred maintenance and updating/modernization of this legacy learning environment. The scope of this project would address not only improvement formal and informal learning spaces, but would correct known deficiencies in accessibility, safety, building code, and energy efficiency. Phase 2 will include

FY 2014 Budget Narrative

construction of 51,000 GSF of new classroom, laboratory, and supporting academic space in response to current pedagogical needs and in support of UWG's growing STEM initiatives and health sciences offerings.

Part V: Complete College Georgia (CCG)

16) Provide an update on the CCG plan for your institution.

The UWG-CCG Campus Plan incorporates 18 strategies that our institution believes will produce early increases in our retention and graduation rates, with expansion of our attention and resources to the adult learner who traditionally has not been a significant part of our student population. These strategies were developed by a university-wide committee, building on the foundation of earlier and ongoing RPG efforts that were directed toward the First Time/Full Time Freshman. Progress updates are provided for each strategies; strategies are organized by the semester/year when work begins.

Summer 2012 – Access/Completion

Strategy 8 – Require enrollment in Summer Transition Program for students whose admissions scores are in the tenth decile (Freshman Index below 2150). Progress: The Summer Transition Program (STP) was piloted in Summer 2012 with 56 students. Early data indicate that the program achieved its goals to help academically at-risk students “get off on the right foot” (i.e., increase retention and performance). All but one STP participant enrolled for the Fall 2012 term (98% retention). The mean GPA for the students for their first term (Summer 2012) was 2.82, compared to 2.43 for Fall 2011 freshmen. The improved first semester GPA is especially promising, because STP students' admission scores (i.e., high school GPA, SAT, ACT) were lower than those of the Fall 2011 freshman class. Additionally, the Faculty Senate approved the STP policy in October, 2012. This policy makes the STP program a requirement for at-risk applicants (Freshman Index below 2150); in that these applicants must participate in the STP and be successful in order to achieve regular admission for Fall 2013.

Fall 2012 – Partnerships with K12

Strategy 1 – Promote dual enrollment with K12 students through eCore and face-to-face campus classes. Progress: Student Affairs recently assumed the lead to promote dual enrollment through an intentional recruitment initiative and services model. Previously, dual enrollment was administered through an office in the Honors College. The November, 2012, retirement of the Director of the Advanced Academy, who also maintained oversight for dual enrollment, makes this transfer a natural one. Early planning to promote dual enrollment include the following action steps:

1. Develop promotional piece with information about Dual Enrollment at UWG for distribution to students, parents and guidance counselors.
2. Identify targeted local high schools where students could take advantage of UWG courses and return to school during the day.
3. Partner with eCore to promote dual enrollment via online to rural high schools, home school associations, and private high schools in Georgia.
4. Develop a comprehensive web portal with information about dual enrollment that provides dual enrollment admissions requirements, how to apply, a list courses approved for ACCEL funding, documents needed, contact information, and important dates.
5. Responsibility for recruiting students will be assigned to an admissions representative.
6. ACCEL documentation and filing will be handled by financial aid.
7. Advising dual enrollment students will be assigned to an advisor in the EXCEL Center. The Excel Center advisor will also handle the correspondence of academic transcripts back to the student's high school for proper credit toward high school graduation requirements.

FY 2014 Budget Narrative

Fall 2012 – Access/Completion

Strategy 4 – Recruit and serve veterans and their families with appropriate support services. Progress: The Vice President for Student Affairs, Dr. Scot Lingrell, commissioned a study in early Fall 2012 to identify how well existing services serve the non-traditional student (to include veterans and their families) and gain a sense of perceptions held by key stakeholders in Student Affairs, Academic Affairs, and Business and Finance with regard to serving the adult learner at UWG. This report is due to Dr. Lingrell at the end of the Fall 2012 semester. The findings from this report will shape next steps as we develop the infrastructure to support veterans and their families.

Strategy 5 – Strategically increase the number and diversity of distinctive, high quality, online offerings, to include participation in eCore and possibly eMajor, to meet student demand and leverage institutional strengths. Progress has been made in a number of areas:

1. Enrollment in our online Bachelor of Science in Criminology has grown by 28%, from 539 in Spring 2012 to 749 in Fall 2012. These data seem to support the UWG Online Degrees Task Force's recommendation that UWG develop additional 100% online degree programs at the undergraduate level, in order to increase access and further the aim of Complete College Georgia.
2. As an eCore affiliate, UWG eCore course offerings and sections offerings saw little change since Spring 2012, with 24 unique course offerings both terms, 109 offered sections in Spring 2012 (figure adjusted from original report of 111 in CCG Campus Plan) and 108 in Fall 2012. UWG's eCore Administrative Services reports 1.13 % growth in that same time period for offerings that we facilitate across the state. Similarly, though UWG is not an eMajor affiliate, UWG's eMajor Administrative Services facilitated the offering of 22 additional undergraduate courses and 24 sections.
3. Because the number of unique courses (as compared to the number of course sections) is limited by the courses required for a particular degree program, discussions are ongoing about the selection of metrics that may be more appropriate for identifying the actual growth and performance of UWG's online programming. For example, metrics that may better represent our performance include total online enrollments, numbers of non-duplicated students enrolled in online courses, and/or credit hours generated through online programming.

Strategy 6 – Develop a partnership with West Georgia Technical College. Progress: UWG approved a transfer articulation agreement with West Georgia Tech in the area of Criminal Justice. West Georgia will offer an A.S. degree in criminal justice which will complete the core through Area F. Students can then matriculate and complete the second two years at UWG. Two additional programs, a general A.S. and an A.S. in business are currently under review.

Strategy 7 – Expand the “Go West” marketing campaign to target the adult learner. Progress: Although 2012-2013 budget cuts prevented the expansion of the “Go West” campaign at this time, developing the infrastructure (e.g., new processes, staff training), as well as increased online programming, will support the adult learner as their numbers increase. The Division of Student Affairs is examining its existing infrastructure and philosophy (i.e., attitudes) about serving the adult learner. This work is currently underway, headed by an external consultant. The report, due at the end of Fall 2012, will guide the development of new services to address the needs of the adult learner.

Fall 2012 – Shorten Time to Degree

Strategy 9 – Implement an Early Alert/Early Intervention system. Progress: The large scale Early Alert system was implemented in early Fall 2012, with faculty reporting academically stressed students as “not engaged” through the roster verification process (Banner) in the fourth week of class. This type of faculty reporting builds on existing student support mechanisms, such as MAP-Works, Grades First alerts, students on Academic Warning/Probation, and students who self-select for help. Approximately 300 students are participating in our new DIY Project mentoring program designed to retain students through various support resources (tutoring, counseling, community services, academic

FY 2014 Budget Narrative

coaches). The design and implementation of the Early Intervention system, a significant undertaking, began in early Fall 2012, as well. Led by the Excel Center (UWG's student academic support unit), approximately 1,200 students were assigned to various support services on campus including Residence Life, Counseling and Career Development, AIM for HOPE, Second Year Experience, the DIY Project, and the Athletic Coordinator. These students were contacted via email outlining what "not engaged" means and what kind of support/intervention is available. Outcome data is currently unavailable.

Strategy 10 – Maximize use of Credit by Exam. Progress: Planning is underway for Admissions and Academic Advising personnel to begin communicating opportunities for credit by exam to students. English and Foreign Languages are administering placement tests now. A student who places out of an introductory course may "purchase" the credit for a nominal fee AFTER successfully completing the more advanced course. The mathematics department is exploring this option with some introductory courses.

Strategy 11 – Develop new Withdraw/Retake campus policy. Progress: A committee assigned to examine campus data about student success rates associated with course withdrawals and retakes determined that the new policy should limit withdraws to 5 (at most 6) over the course of the undergraduate degree program. Information Technology Systems (ITS) personnel have worked out the logistics to implement the withdraw policy after it is developed and approved by the Faculty Senate. The new Withdraw Policy will be ready for approval by the relevant faculty governance committees in January, 2012. Although the committee identified parameters for limiting retakes, technical challenges associated with Banner have complicated the implementation of a "retake policy." Continued work with a retake policy is dependent on information that ITS gains from its examination of the technical issues, which includes conversations with other USG institutions ITS personnel. Those conversations are ongoing now.

Strategy 12 – Clear course backlogs. Progress: A course backlog committee, with the help of professional advisors and academic associate deans, identified those courses with demand higher than the number of available seats. Faculty lines were approved to help fill these gaps. Lines were approved for 1) anatomy and physiology, microbiology, and biological diversity, 2) Spanish, 3) psychology, 4) mass communications, 5) sociology, 6) English, and 8) foreign languages. Searches for these positions are underway.

Strategy 13 – Clear backlog in foreign language seats. Progress: The foreign language backlog committee, with the help of with the help of professional advisors, the Foreign Language Department Chair, and College of Arts and Humanities Associate Dean (Professor of Spanish) examined enrollment data and registration demands for the first two years of foreign language courses. Two lines were approved for the department and funds were directed for temporary, full-time instructors to help ease the backlog. Searches for these positions are underway.

Strategy 14 – Develop and implement consistent academic advising practices in all departments and units. Progress: A major report on UWG academic advising practices, produced by a subcommittee of the President's Special Commission to Improve Graduation Rates, is being revised to include more thorough analyses of the current state of advising procedures on campus. When these analyses are complete, an Advising Task Force will be formed to explore viable practices and advising models and identify a selection for consideration by faculty and professional staff. The goal is to improve the consistency of advising across all departments and units, so that the excellent advising taking place in some areas becomes the norm for all.

Fall 2012 – Restructuring Instructional Delivery

Strategy 16 – Reward excellent teaching through new promotion and tenure guidelines. Progress: The UWG faculty approved the new promotion and tenure guidelines at the August 2012 General Faculty Meeting. A new evidentiary source for teaching and one for serve were added to the list of acceptable evidentiary sources relevant to promotion, as well as tenure.

- Teaching: Evidence of student learning such as student self-assessments, pre- and post-test results, external test

FY 2014 Budget Narrative

scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.

- Service: Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15).

It will take time for these new evidentiary sources to work their way into promotion and tenure dossiers coming forward, since dossiers span work conducted over a period of several years. However, the rewriting of the promotion and tenure guidelines and approval by the General Faculty represent significant steps toward shaping a culture that rewards faculty for outstanding teaching and service to PK-12 schools, university colleagues, and external agencies in ways that support increased student learning.

Strategy 17 – Develop strategies to intervene with struggling students in Gateway courses. Progress:

- Introductory English Courses: Based on the assessment of DFW rates in ENGL 1101 and ENGL 1102 (Core Area A), the English department last year began work on revisions to ENGL 1101. The department is also incorporating into its restructuring of this course the assessment of the very successful new writing course it offered in Summer 2012 as part of the Summer Transition Program (STP) and the UWise Summer STEM Bridge Program. This course was designed to help entering freshmen who needed additional support to prepare them for writing and critical thinking at the college level. Revisions are focusing on the development of transitional writing and critical thinking skills or “bridges” in the early weeks of ENGL 1101—through carefully structured sequences of assignments—that will help students move toward the ability to engage more successfully in college level writing. This work will be completed in Spring 2013 with implementation of these changes in ENGL 1101 scheduled for Fall 2013.
- Introductory Math Courses: Similar conversations have begun in the College of Science and Mathematics. Math faculty are piloting three sections of MATH 1001 in Spring 2013, taught by experts in math pedagogies, to explore more effective ways to teach the content. Classes will be capped at 20 students to enhance opportunities for understanding how students learn best. With demonstrated success, the pedagogical changes will be expanded to all MATH 1001 sections. Further, the math department has encouraged academic advisors to reconsider the introductory math course in which students are enrolled, as MATH 1001 Quantitative Skills and Reasoning is a better fit for some majors than is MATH 1111 College Algebra, although perceptions persist that MATH 1111 is the course that should be taken.
- A team of eight STEM faculty visited the University of Maryland-Baltimore County in November, 2012, to learn how UMBC focused improvements in STEM education, to include supporting STEM majors to graduation. The faculty were greatly encouraged by what they learned during this visit and discussions are ongoing about how best to adapt these ideas to our students and institution.

Strategy 18 – Expand the use of faculty mini-grants to encourage experimentation with pedagogies new to the faculty member that hold promise for increasing student success. Progress: 2011-2012 Twelve mini-grants were awarded in 2011-2012 to STEM faculty to pilot different pedagogical approaches to teaching introductory science and math courses. This year (2012-2013), six awards were made to faculty from last year’s group to enable them to continue their projects, because they wanted opportunities to explore questions that emerged from the findings of their 2011-2012 work. This year, five more STEM faculty were added to the mini-grants project. Further, the 2012-2013 group of eleven mini-grant awardees are participating in a year-long professional learning community (PLC). The PLC facilitator, a skilled professional in assessment, teaching, and learning is instructing mini-grant awardees how to design research studies to examine their teaching and student learning, to include assessment design, the selection of data collection tools, and the analysis of data to identify what worked well, what did not, and what could be tweaked for continuous, incremental improvement. Participation in the PLC includes a mix of face-to-face workshops combined with online support.

FY 2014 Budget Narrative

Fall 2013 – K12 Partnerships

Strategy 2 – Develop a K16 Curriculum Alignment Model to enhance college readiness. Progress: This strategy is linked to the relationships that currently exist between the UWG College of Education and P-12 school districts in the West Georgia region. Under the direction of the Provost, a senior administrator in the College of Education has initiated planning to begin a series of conversations with the Superintendent’s Advisory Council and UWG faculty and administrators about aligning the P-16 curriculum. UWG personnel will include faculty and administrators from all colleges that teach courses that feed into the teacher preparation program. Initial meetings with Superintendents and/or their senior curriculum associate superintendents/directors and with the Deans are expected to begin during Spring 2013. By Fall 2013, it is expected that steps toward improved alignment will be underway.

Strategy 3 Partnerships with K-12 (Fall 2013) – Develop K16 Career Exploration/Career Development Model to expand students’ knowledge of potential careers. Progress:

- The College of Education Dean, Dr. Dianne Hoff, and the Director of the Counseling and Career Development Center (CCD), Dr. Lisa Adams, will begin developing plans to collaborate with regional P-12 educators to develop a K-16 Career Exploration Initiative. The conversations necessary to support this work will evolve from the enhancement of existing P-16 partnerships and development of new discussed in Strategy 2.
- UWG is in its second year of implementing a new Career Development program for UWG students. Lessons learned from this implementation will influence the next steps taken to implement UWG-CCG Strategy 3. The Career Development program at UWG was created with a BOR RPG grant in Spring 2010 and is now funded through tuition dollars. The program serves students seeking to declare a major and those preparing to go into the work force, by helping them understand self and the world of work. Students are assisted with major selection and career decision making, partly through learning to understand self and the world of work. Students are beginning to take advantage of the program as they learn how it can help them. Career Development staff members are delivering teaching modules in UWG classrooms at the rate of approximately 50 per month, followed by about 70 individual appointments for major and career guidance.

Fall 2013 – Restructuring Instructional Delivery

Strategy 15 Restructuring Instructional Delivery (Fall 2013) – Develop a Center for Teaching and Learning. Progress: The conversation has begun among the President and Vice Presidents regarding the need to fund a Center for Teaching and Learning director, as well as to provide basic resources to begin this work. Potential cuts to FY14 funding will influence progress with this strategy. Although funding is not available for this yet, the professional learning community model described in Strategy 18 is viewed as a viable step toward the development of a formal Center for Teaching and Learning

17) Discuss your institution’s current retention and graduation rates. How does the institution compare/rank to its peer institutions? What are the short-term and long-term retention and graduation targets for your institution?

UWG is committed to Complete College Georgia and increasing our Retention, Progression, and Graduation rates. Given appropriate resources, we will be able to accomplish the Recommendations from the Special Commission to Improve Graduation Rates and the 18 Strategies for our Complete College Georgia Campus Plan. These accomplishments will lead to increases in our retention, progression, and graduation rates as indicated below. These are certainly “stretch” goals, but ultimately accomplishable with the right resources and campus culture change.

FY 2014 Budget Narrative

Retention and Graduation Rate Targets (stretch goals)

<u>Current</u>		<u>Future</u>
73%	Retention	82%-85%
57%	Progression (sophomore to junior years)	73%
13%	4-year Graduation Rate	33%
36%	6-year Graduation Rate	55%

Part VI: Affordability

18) Discuss implemented affordability measures at your institution. Does the institution offer scholarships for students?

Financial assistance to students is provided in several ways in addition to federal, state, private, and UWG foundation scholarships.

- Intercollegiate Athletics currently has awarded partial or full scholarships to 212 student-athletes for a total of \$1,170,621 in aid. Additionally, Intercollegiate Athletics awards \$53,093 in aid to 28 students who serve in a variety of roles as student managers, trainers, or administrative help.
- Although Scholarship distribution is coordinated through Financial Aid, scholarship dollars are generated through the Foundation and Advancement.
- Mandatory fees have increased infrequently in the past 3 years. Out of 24 possible occurrences of a fee increase only 3 increases have occurred in the past 3 years.

The University of West Georgia allows students to hold two jobs on campus for a maximum of 20 hours a week. This allows students to earn money for living expenses, taking some of the burden of the cost of college off of the family.

19) Does the Foundation provide scholarships for students? If so, provide number of students and amount awarded in FY2013.

The UWG Foundation has so far provided or committed 418 recipients, \$497,747 in scholarship funds for FY 2013. Additional scholarships are anticipated during the Spring 2013 semester. Based upon last year's distribution, we project an additional \$200,000 will be awarded for a total of \$697,747.

20) Board policy was recently changed to allow installment payment plans for housing and the use of a third-party vendor for tuition and fee payments. What impact have these changes had on the institution?

UWG is considering the use of a third-party vendor for tuition and fees and housing. We are still gathering information on and evaluating the specifics of the plans. Based on the information available to us, we do not anticipate additional budget requirements or resources.

In addition to the FY 2014 Budget Narrative, please complete (as applicable) both spreadsheet tabs in the Excel file (<https://www.usg.edu/usgweb/budget-hearing/>) regarding the fiscal year 2014 operating budget request for new funds and facility needs.