<table>
<thead>
<tr>
<th>Guiding Principles</th>
<th>Clarifications and Potential Action Items</th>
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<tbody>
<tr>
<td>1. Make budgeting decisions based on how activities support the University mission and strategic plan.</td>
<td>● Shift budget thinking away from business unit constructs and towards valuable activities (activity-based costing)</td>
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<td>2. Treat finances as a support function in service to the university mission</td>
<td>● Organizational structures and practices should reflect the assumption that finances do not <em>drive</em> the institutional decision-making but rather support the mission (i.e. the VP Finance should report to the Provost and should not be parallel to the Provost)</td>
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| 3. Improve budgeting transparency to support informed decision-making             | ● Transparency defined both in terms of allocation and performance measurements  
● Need honesty/trust—Vice President/deans and deans/chairs  
● Need to understand the whole budget picture  
● Explore additional ways to save money: i.e. power usage and green practices |
| 4. Make budgeting decisions based on fiscal responsibility                         | ● Make budgeting decisions the result of a *dialogue* between decision-makers and decision-implementers  
● Set contingencies in the Working Policy that encourage fiscal responsibilities |
| 5. Assess programs based on the mission and strategic plan; invest in valuable programs; and consider the future of underperforming programs | - Note that finance is not the final goal of this institution; it is simply a means to serve the world church  
- Note that by “underperforming” we do not mean exclusively financial concerns  
- Do not view programs in isolation because in some cases synergies between smaller programs result in success/value. |
|---|---|
| 6. Reconsider the metrics by which we evaluate quality, success, departmental achievement, faculty development (“We get what we measure”) | - Identify currently unmeasured, valuable activities  
- Count everything faculty do to assess loads—e.g. currently no incentive or reporting required to improve advising which has a direct impact on enrollment |
| 7. Set expectations for departmental | - Departments should create benchmarks for departmental income |
| productivity and production of additional income | generation/enrollment in a way that accounts for expenses, income, overhead, and applicable subsidies  
• Invest in departmental innovations in the early stages of development |
| 8. Make decisions driven by a desire for community-building | • Note that, for example, move to increasing the number of adjuncts violates community-building (which is part of strategic plan) |
| 9. Foster cross-departmental/school efficiencies | • Explore cross-listing courses  
• Look for synergies  
  ○ Right size (could early retirements humanely facilitate improved efficiencies?)  
  ○ Admin/school struggles  
  ○ Do we have too many independent schools for the size of the university? |
| 10. Craft faculty development to cultivate quality and well-being | • Note that investing in the longevity and the quality of faculty is an important way to improve the reputation and marketability of the university  
• Reallocate funds to establish a Faculty Development Office to improve quality teaching and research  
• Consider the example of the proposed change in furlough policy (a violation of faith, a devaluing of our global status and mission) as a short-term budget option that harms well-being |