The College of Arts and Sciences at OSU: An investment in Faculty Excellence

ASC University Senators
OSU Strategic Plan

OHIO STATE’S ASPIRATION:
A LEADING NATIONAL FLAGSHIP
PUBLIC RESEARCH UNIVERSITY

To reach our goals, Ohio State’s strategic plan sets forth five pillars of focus:

I. TEACHING AND LEARNING
Ohio State will be an exemplar of the best teaching, demonstrating leadership by adopting innovative, at-scale approaches to teaching and learning to improve student outcomes.

II. ACCESS, AFFORDABILITY AND EXCELLENCE
Ohio State will further our position as a leading public university offering an excellent, affordable education and promoting economic diversity.

III. RESEARCH AND CREATIVE EXPRESSION
Ohio State will enhance our position among the top national and international public universities in research and creative expression, both across the institution and in targeted fields — driving significant advances for critical societal challenges.

IV. ACADEMIC HEALTH CARE
The Ohio State University Wexner Medical Center will continue our ascent as a leading academic medical center, pioneering breakthrough health care solutions and improving people’s lives.

V. OPERATIONAL EXCELLENCE AND RESOURCE STEWARDSHIP
Ohio State will be an exemplar of best practices in resource stewardship, operational effectiveness, and efficiency and innovation.

None of these are possible without world-class faculty.
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- Adopting innovative, at scale approaches to teaching and learning to improve students outcomes, means investing in faculty.
- If we want to further our position as a leading public university offering an excellent, affordable education and promoting economic diversity, OSU needs to invest in faculty.
- Enhancing our position among the top national and international universities in research and creative expression, entails investing in faculty.
Due to concerns regarding ASC’s financial situation, a group of ASC University Senators have been looking into OSU & ASC financial data, and meeting with ASC Leadership monthly beginning in Sept., 2018.
Participating ASC Univ. Senators (out of 21):
- Eric Bielefeld, Speech and Hearing (SBS)
- Rebeka Campos-Astorkiza, Spanish & Portuguese (AH)
- Susan Cole, Molecular Genetics (NMS)
- Marymegan Daly, Evol. Ecology & Org Biology (NMS)
- Julie Field, Anthropology (SBS)
- Jennifer Higginbotham, English (AH)
- Susan Kline, Communications (SBS)
- Carolina Lopez-Ruiz, Classics (AH)
- William Minozzi, Political Science (SBS)
- Crichton Ogle, Mathematics (NMS)
- Dana Renga, French & Italian (AH)
- Jeanine Thompson, Theatre (AH)
- Fengyuan Yang, Physics (NMS)

ASC Leadership:
- Janet M. Box-Steffensmeier, Interim Executive Dean
- Luis Casian, Dean of NMS
- Peter Hahn, Dean of A&H
- Morton O'Kelly, Dean of SBS
- Trevon Logan, Faculty Fellow for Special Priorities
Units in ASC

Division of Arts and Humanities
Department of African American and African Studies
Department of Art
Department of Art Education
Department of Comparative Studies
Department of Dance
Department of Design
Department of East Asian Languages and Literatures
Department of English
Department of French and Italian
Department of Germanic Languages and Literatures
Department of Greek and Latin
Department of History
Department of History of Art
Department of Linguistics
School of Music
Department of Near Eastern Languages and Cultures
Department of Philosophy
Department of Slavic and East European Languages and Literatures
Department of Spanish and Portuguese
Department of Theatre
Department of Women’s, Gender, and Sexuality Studies

21 Units

Division of Natural and Mathematical Sciences
Department of Astronomy
Department of Chemistry and Biochemistry
School of Earth Sciences
Department of Evolution, Ecology, and Organismal Biology
Department of Mathematics
Department of Microbiology
Department of Molecular Genetics
Department of Physics
Department of Statistics

9 Units

Division of Social and Behavioral Sciences
Department of Anthropology
School of Communication
Department of Economics
Department of Geography
Department of Political Science
Department of Psychology
Department of Sociology
Department of Speech and Hearing Sciences

8 Units
ASC’s central role in undergraduate education

- **Universality**: All OSU students take classes in ASC.

- **Efficiency**: ASC generates 48% of all credit hours with only 36% total of University FTEs.

Unfortunately, since 2013, ASC has seen a reduction of 1.7% of credit hours, along with a 2.9% drop in tenure-track faculty, with further drops projected.
Budget Challenges for ASC

- Reduction of GE credit hours (New GE: Impact unknown)
- The negative effects of the RCM model.
- Since 2010, the equally negative effects of university admissions practices as tied to RCM.
- The drastic reduction in tenure track hiring and staffing, which has curtailed ASC’s ability to deliver its curriculum, maintain credit hour production, and promote research.
Addressing the Challenges: ASC Leadership Plans

**Short Term**
- Reduction in future graduate students
- Faculty hiring holds (very limited hiring: Advancement Positions & Carryover)
- Staff reduction and centralized PBA; reducing central college administration
- Examining departments (number & size); review of college centers and institutes
- Evaluating outreach and engagement
- Reduce commitments

**Long Term**
- Certificates; online courses; summer term courses; career courses; College Credit Plus
- ASC Excellence Committee
- F&A policies
- Professional masters programs
- Department incentives
- Strategic planning by departments
- Restructuring units
- Partnering on enrollment
One Example: Graduate Program Budget Reductions

- ASC finalized reductions of **AU19** entering graduate student positions that are funded by ASC.
- A cut of $775k over five years = a savings of $3.875M
  - $80k to NMS; $170k to SBS; $525k to A&H ($195k to A, $330k to H)
- ASC has taken, is taking, and will take many steps to address the budget.
OSU
The bigger picture
Budget models & allocation

➢ Responsibility Center Management (RCM)
  o Current budget model, in effect since 2003.
  o Used to determine distribution of funding among the instructional units of the university.
  o Applies only to the total funding allocated for instructional units, after all taxes have been applied.

➢ Instructional vs Non-instructional allocation
  o Distribution occurs prior to application of RCM.
  o Represents *most fundamental* division of resources.
  o Income derived from faculty efforts (instruction, research,...) not spent directly supporting those efforts amounts to a tax on that income.
OSU Investment in Faculty in Proportion to Faculty-based Income

TT Faculty Salary & Benefits as a % of Total Faculty-Based Income

2006: 16.2
2007: 16.4
2008: 16.3
2009: 16.4
2010: 16.2
2011: 15.9
2012: 15.8
2013: 15.8
2014: 16.1
2015: 16.1
2016: 15.8
2017: 15.8
2018: 16.1
The amount of money brought to OSU directly through faculty activity (teaching, grants, state support, etc.) that is reinvested in non-clinical tenure-track faculty has been **16% in each of the past 13 years**.

**What else is it spent on?**
Changes across OSU

**Spending (non-medical)**
- Non-instructional: +$111.4M ($622.4M - $511M) +21.8%
- Instructional: +$35M ($229M - $264M) +15.3%

**Staff Positions (non-medical)**
- Non-instructional: +1170 (10415 - 9245) +12.7%
- Instructional: +128 (2241 - 2113) +6.1%

**Tenure Track FTE**
- All OSU: -100 (2888 - 2788) -3.5%
- ASC: -33 (924 - 957) -3.4%
Investment choices entail consequences, both for ASC and OSU.
OSU SRC World Ranking 2006–2017

http://www.shanghairanking.com/World-University-Rankings/The-Ohio-State-University---Columbus.html
### Additional relevant statistics

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Full-time managers per 1,000 students</th>
<th>Spending on managers' salaries per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>New College of Florida</td>
<td>62.2</td>
<td>$5,037</td>
</tr>
<tr>
<td>2.</td>
<td>Northwest Indian College</td>
<td>43.0</td>
<td>$2,634</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Ohio State U.</strong></td>
<td>40.4</td>
<td>$3,610</td>
</tr>
<tr>
<td>4.</td>
<td>Augusta U.</td>
<td>40.3</td>
<td>$4,153</td>
</tr>
<tr>
<td>5.</td>
<td>California State U. Maritime Academy</td>
<td>39.2</td>
<td>$4,649</td>
</tr>
<tr>
<td>6.</td>
<td>Morgan State U.</td>
<td>35.5</td>
<td>$2,730</td>
</tr>
<tr>
<td>7.</td>
<td>Institute of American Indian Arts</td>
<td>34.7</td>
<td>$2,336</td>
</tr>
<tr>
<td>8.</td>
<td>Virginia Military Institute</td>
<td>34.6</td>
<td>$3,118</td>
</tr>
<tr>
<td>9.</td>
<td>College of William &amp; Mary</td>
<td>34.5</td>
<td>$3,408</td>
</tr>
<tr>
<td>10.</td>
<td>Mayville State U.</td>
<td>34.0</td>
<td>$1,961</td>
</tr>
<tr>
<td>11.</td>
<td>Georgia Institute of Technology</td>
<td>32.4</td>
<td>$3,322</td>
</tr>
<tr>
<td>12.</td>
<td>Vermont Technical College</td>
<td>31.7</td>
<td>$2,266</td>
</tr>
<tr>
<td>13.</td>
<td>Central State U.</td>
<td>30.7</td>
<td>$2,414</td>
</tr>
<tr>
<td>14.</td>
<td><strong>U. of Michigan at Ann Arbor</strong></td>
<td>29.2</td>
<td>$3,741</td>
</tr>
<tr>
<td>15.</td>
<td>Florida A&amp;M U.</td>
<td>29.2</td>
<td>$2,432</td>
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<tr>
<td>16.</td>
<td>Kentucky State U.</td>
<td>29.1</td>
<td>$2,376</td>
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<tr>
<td>17.</td>
<td><strong>U. of Virginia</strong></td>
<td>28.8</td>
<td>$3,336</td>
</tr>
<tr>
<td>18.</td>
<td>Pennsylvania State U. at University Park</td>
<td>27.9</td>
<td>$3,088</td>
</tr>
<tr>
<td>19.</td>
<td><strong>U. of Illinois at Urbana-Champaign</strong></td>
<td>26.2</td>
<td>$2,441</td>
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<tr>
<td>20.</td>
<td>Ilisagvik College</td>
<td>26.0</td>
<td>$2,487</td>
</tr>
<tr>
<td>21.</td>
<td><strong>U. of California at Berkeley</strong></td>
<td>25.4</td>
<td>$3,247</td>
</tr>
<tr>
<td>22.</td>
<td>Norfolk State U.</td>
<td>25.1</td>
<td>$1,880</td>
</tr>
<tr>
<td>23.</td>
<td><strong>U. of Texas at Austin</strong></td>
<td>24.6</td>
<td>$2,807</td>
</tr>
<tr>
<td>24.</td>
<td><strong>U. of California at Los Angeles</strong></td>
<td>24.2</td>
<td>$3,251</td>
</tr>
<tr>
<td>25.</td>
<td>U. of Illinois at Chicago</td>
<td>24.1</td>
<td>$2,328</td>
</tr>
</tbody>
</table>

**OSU 2012-2013**

<table>
<thead>
<tr>
<th>FTIS-O/FTNIS-O (OSU)</th>
<th>44.81%</th>
<th>44.06%</th>
<th>43.80%</th>
<th>42.99%</th>
<th>42.81%</th>
<th>42.42%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big 10 ranking out of 14</td>
<td>12th</td>
<td>12th</td>
<td>11th</td>
<td>12th</td>
<td>13th</td>
<td>12th</td>
</tr>
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**OSU 2017-2018**

<table>
<thead>
<tr>
<th>FTIS-N/FTNIS-N (OSU)</th>
<th>22.86%</th>
<th>22.74%</th>
<th>22.58%</th>
<th>22.09%</th>
<th>22.19%</th>
<th>21.52%</th>
</tr>
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<tr>
<td>Big 10 ranking out of 14</td>
<td>14th</td>
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<td>14th</td>
<td>14th</td>
<td>14th</td>
<td>13th</td>
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Chronicle of Higher Ed. (Sept. 2018)
Peer universities have made different choices, based on different priorities.
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http://www.shanghairanking.com/World-University-Rankings/The-Ohio-State-University---Columbus.html
Some Recommendations

There are measures that OSU’s leadership could take to change the course of ASC’s and more generally OSU’s decline.

We recommend:

- That the RCM budget model be investigated promptly and an assessment be made of its suitability to the current climate.

- That, following the investigation, the RCM budget model be reformed to one that more adequately supports ASC.

- More fundamentally, that OSU address the enormous imbalance between (non-medical) instructional and (non-medical) non-instructional staffing/spending, especially non-instructional spending of funds earned through faculty efforts and faculty activity.
Some Recommendations

- The current investment in faculty (16% of TFBI) is too low to maintain OSU’s excellence.
- An increase to 24% is an amount OSU can certainly afford.
- Implement a proportional increase in reinvestment in OSU’s instructional units, with particular emphasis on returning ASC, the core academic unit of OSU, to fiscal health.
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Which in turn is not possible without the proper level of investment in those faculty.

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