

**Report of the Ad Hoc Committee on the Status of the Colleges of the
Arts and Sciences**

October 11, 2002

Joseph C. Ferrar, Chair
Department of Mathematics

David W. Andrews
Dean, College of Human Ecology

Kathy Borst Jones
School of Music

Robert J. Gustafson
Associate Dean, College of Engineering

Barbara A. Hanawalt
Department of History

Rebecca D. Jackson
Department of Internal Medicine

Richard E. Petty
Department of Psychology

Roy A. Stein
Department of Evolution, Ecology, and Organismal Biology

L. Alayne Parson, Liaison
Senior Vice Provost

W. Randy Smith, Liaison
Vice Provost

1. Charge to the Committee

In February 2002, Provost Edward J. Ray appointed an Ad Hoc Committee on the Status of the Colleges of the Arts and Sciences. Each of the five arts and sciences colleges is represented on the Committee by a senior faculty member. In addition, the Committee includes the dean of the College of Human Ecology, an associate dean from the College of Engineering, a senior faculty member from the College of Medicine and Public Health who is a current member of the University Senate's Council on Academic Affairs and, as liaisons to the Office of Academic Affairs, the Senior Vice Provost and the Vice Provost for Curriculum and Institutional Relations. The committee was chaired initially by former president Edward H. Jennings. When he assumed the interim presidency, Joe Ferrar from the Department of Mathematics became chair with Barbara Hanawalt from the Department of History assuming the role of acting chair during the summer.

In his letter of appointment to members of the Committee, Provost Ray described the charge to the Committee as follows:

In my speech to the University Senate on January 10, 2002, I indicated that to implement effectively our Academic Plan, it is essential that we have a highly visible and nationally prominent arts and sciences, and that we have a coherent, collaborative and financially sound core of arts and sciences programs of the highest possible quality. Every top tier research university has a strong arts and sciences core.

At The Ohio State University, five separate colleges make up the arts and sciences—Arts, Biological Sciences, Humanities, Mathematical and Physical Sciences, and Social and Behavioral Sciences. They represent the core of our undergraduate curriculum—the majority of courses in the general education curriculum instruction and a large proportion of our undergraduate major and minor programs. Some of our strongest research and graduate programs are found in these colleges. They have received the majority of the University's Selective Investment and Academic Enrichment awards. Clearly we already have great strength on which to build in many disciplines.

However, we have not taken maximum advantage of the synergies that can exist among those units and programs. We need to examine whether or not the Arts and Sciences colleges are appropriately configured for implementing the Academic Plan and for working collaboratively to strengthen our national reputation. I am interested in developing a plan for the advancement of the Colleges of the Arts and Sciences that will help differentiate between genuine opportunities for progress and changes that may not serve our long-term interests. Your work is an important first step.

Given these considerations, the charge to the Committee is to assess the current status of, and make recommendations regarding three broad areas:

- The optimal configuration of the Colleges of the Arts and Sciences.
- Whether the academic units and programs within the colleges are assigned to the appropriate colleges.
- What authority should reside with the Executive Dean of the Arts and Sciences, and whether or not this should be a separate position.

2. Background Information

In order to understand the issues, the committee:

1. Reviewed the Academic Plan, the rule for alteration or abolition of units, the current structure of each of the colleges in the arts and sciences, the history of the formation of the Colleges of the Arts and Sciences, and enrollment patterns, academic program offerings, patterns of administration, faculty size, and expenditures for each of the five colleges.
2. Reviewed the organizational structure of our benchmark institutions: University of Arizona, University of California Los Angeles, University of Illinois at Champaign-Urbana, University of Michigan, University of Minnesota, Pennsylvania State University, University of Texas at Austin, University of Washington, and University of Wisconsin-Madison.
3. Reviewed a summary of rankings of programs at Ohio State and benchmark institutions.
4. Met separately with the deans of each of the arts and sciences colleges. The deans were asked to comment on the following topics: the college's role in undergraduate education; whether we should move to a more coherent undergraduate program within the arts and sciences; to what extent there is a common mission among the colleges and how it might be affected by structural change within or among the colleges; the strengths and weaknesses of a decentralized budgeting system as compared to a centralized budgeting system for the collectivity of the arts and sciences; the culture within the college with respect to promotion and tenure procedures; ideas about possible changes of the location of departments and schools within and among colleges; and the status of the current position of executive dean for the arts and sciences and whether or how it should change.
5. Held video conference calls or telephone conference calls with the chancellor of the University of Wisconsin, the chancellor of the University of Illinois, the provost of the college of letters and sciences at UCLA, the dean of the college of the arts and sciences at the University of Washington, the director of the School of Music at the University of Minnesota, and the chair of the Department of Mathematics at UCLA. The goal of the interviews was to determine how different reporting structures operated at different levels within these organizations.
6. Reviewed an analysis of the Arts and Sciences Colleges' office administrative structures at Ohio State compared to those at several of the benchmark and CIC institutions.

Throughout this process, the committee was kept apprised of other activity relating to the arts and sciences that Michael Hogan, in his role as executive dean for the arts and sciences, was simultaneously overseeing at the request of Provost Ray. In particular, as of July 1, 2002, development operations for the Arts and Sciences Colleges were consolidated under an assistant vice president for arts and sciences development who reports jointly to the executive dean for the arts and sciences and the vice president for university development.

3. Criteria for Optimality

Prior to consideration of specific alternatives for the configuration of the arts and sciences at Ohio State, the committee drew up a short list of measures of the success of any configuration. They are:

- An optimal configuration will provide a strong advocate for the Arts and Sciences point of view in the highest administrative circles of the university, reflecting the reality that the Arts and Sciences contribute 40% of Ohio State's faculty, 84% of the total hours of lower division instruction, 47% of Ohio State's bachelors degree recipients and 50% of the Ph.D. recipients.
- Already home to several research and graduate programs ranked among the top 20 in the United States by the National Research Council, the Arts and Sciences Colleges will play a leading role in the attainment of the goals of Ohio State's 20-10 Plan.
- The Arts and Sciences Colleges will be seen as an intellectually stimulating home to motivated undergraduate students, offering a plethora of disciplinary major programs and cross disciplinary programs, as well as providing the broader undergraduate student body with core courses on which the General Education Curriculum is based.
- Activities that emphasize the commonalities of the arts and sciences disciplines, such as cooperative activities among the colleges/departments both in faculty research and in undergraduate programs of study, will be rewarded.
- The Arts and Sciences will lead the way in recruiting "top 10%" high school students to attend Ohio State, closing the performance gap between Ohio State and higher ranked benchmark institutions.

4. Administrative Responsibilities Related to the Arts and Sciences

Subsequent to the discussion of the characteristics of an optimal configuration for the Arts and Sciences, the committee identified the most critical administrative responsibilities that would normally fall under the purview of Arts and Sciences administrators. They are:

- Budget and fiscal matters
- Personnel/Promotion and tenure
- Research and Graduate Programs
- Curriculum oversight
- Undergraduate advising
- Undergraduate recruitment
- Development and fundraising
- Outreach/Engagement

5. Feasible Alternative Configurations

A study of the organizational charts of our benchmark institutions, interviews with our current Arts and Sciences deans, and interviews with selected individuals from benchmark institutions with varying Arts and Sciences configurations suggested three alternative configurations, each of which is represented in at least one benchmark institution:

- **Decentralized structure:** The departments and schools aligned with Arts and Sciences are grouped into autonomous colleges, each with a dean who reports directly to the provost (Arizona, Minnesota, Ohio State, Penn State, Texas).
- **Fully centralized structure:** A single College of the Arts and Sciences, headed by a dean, encompasses all Arts and Sciences aligned departments and schools. Each department chair/school director reports directly to the dean (Illinois, Michigan).
- **Federation of colleges:** The departments and schools aligned with Arts and Sciences are grouped into colleges, each headed by a dean. These colleges are further combined into an Arts and Sciences federation reporting to a person whose title varies depending on the university - at UCLA: Provost, College of Letters and Science; at Washington: Dean, College of Arts and Sciences; and at Wisconsin: Dean, College of Letters and Sciences. In the Ohio State University organizational structure the person in charge of the federation would be equivalent to Executive Dean and Vice President for the Arts and Sciences. That person then reports to the provost.

Note 1: Until 1968 Arts and Sciences at Ohio State had a fully centralized structure, though several academic units now in the Arts and Sciences were then in other colleges such as Agriculture, Commerce and Administration, or Education.

Note 2: The current Ohio State Arts and Sciences structure is not completely decentralized. Currently, one of the Arts and Sciences deans is designated as executive dean by the provost. The executive dean functions as convener and chair of meetings of the Arts and Sciences deans and as a conduit of information between the Arts and Sciences deans and the provost. Moreover, the newly adopted centralized Arts and Sciences Development Plan places the executive dean in a leading role in development activities for all of the Arts and Sciences.

Note 3: While all of the peer institutions considered, except Arizona, ranked in the top 25 public universities in the 2002 US News Survey, the institutions with centralized or federated structures for the Arts and Sciences all ranked above the highest ranking institution with decentralized Arts and Sciences.

6. Recommendation on an Optimal Configuration and the Authority of the Executive Dean for the Arts and Sciences

The Committee recommends that the Arts and Sciences administrative configuration currently in place at Ohio State be modified to create a federation of the five current Arts and Sciences colleges headed by an Executive Dean and Vice President for the Arts and Sciences who reports to the provost and who is a member of the President's Planning Cabinet.

Specifically,

- The Colleges of Arts, Humanities, Social and Behavioral Sciences, Mathematical and Physical Sciences, and Biological Sciences, with their current complements of departments/schools remain intact as administrative units, each headed by a dean.
- An Executive Dean and Vice President for the Arts and Sciences is appointed as administrative head of the federation of Colleges of the Arts and Sciences. The five college deans report to the Executive Dean and Vice President for the Arts and Sciences, who recommends candidates for dean positions to the provost for approval, and who is responsible for coordinating the activities of the deans.
- In addition to responsibility for overseeing activities of the college deans, the Executive Dean and Vice President for the Arts and Sciences will be responsible for centralizing undergraduate advising, development, space and facilities, communications (especially as it relates to undergraduate recruitment), and Outreach/Engagement (including Arts and Sciences activities in support of the University's K-12 education initiatives).

- A federation curriculum committee will replace the current arts and sciences curriculum committee and will be expected to take an active role in setting curricular direction within the arts and sciences, and to monitor regularly the General Education Curriculum. College curriculum committees will function as subcommittees of the federation curriculum committee. The development and review of undergraduate courses and programs – from the academic unit to the federation curriculum committee - will not be subjected to any additional procedural steps from current practice as a result of this approach. Graduate-level curricular matters will follow current procedures.
- The Executive Dean and Vice President for the Arts and Sciences will be expected to play an important role in advancing interdisciplinary research and graduate programs.
- Administration of Research and Graduate programs in the Arts and Sciences will be the responsibility of the individual departments, working in concert with the Graduate School and the Office of the Vice President for Research.
- Reviews of departmental recommendations for promotion and tenure will be the responsibility of each college dean, though the Executive Dean and Vice President for the Arts and Sciences will be consulted and serve as the conduit for passing recommendations forward to the provost.
- Since it is critical both in the recruitment of a qualified Executive Dean and Vice President for the Arts and Sciences and in the recruitment of qualified college deans that the positions carry a reasonable level of budgetary responsibility, we recommend a division of budgetary authority:

The provost establishes a base budget for the federation of the Colleges of the Arts and Sciences based on the same budget restructuring principles applied university-wide (see below for transitional budgeting).

The Executive Dean and Vice President for the Arts and Sciences, after consultation with the college deans, is responsible for setting base budgets for each college with due regard for the University's commitment to budget restructuring and ongoing commitments to rebasing college budgets.

College deans will exercise full control over their budgets.

7. Rationale

In choosing between the alternatives listed above, the Committee first considered the current configuration since adoption of any other alternative would have the disadvantage of creating some level of discomfort and inconvenience for faculty and administrators as changes are initiated. Our interviews with the college deans made clear that they generally feel that the current configuration is working smoothly and effectively.

Moreover, recent Selective Investment awards to eight departments in the Arts and Sciences attest to both the quality of the graduate programs and research efforts in these departments and the likelihood that these programs will be among the leaders in attaining the goals of the 2010 Plan. On the other hand, there is no single advocate for the Arts and Sciences point of view, except in cases where the interests of all colleges converge; there is little sense of commonality of purpose among the colleges apparent to an undergraduate or prospective applicant; recruitment of "top 10%" high school students significantly lags behind that of many of our benchmark institutions; there are bureaucratic obstacles facing a student who might wish to construct a program of study which crosses college boundaries; the curriculum approval process is far from transparent to interested parties from units outside the Arts and Sciences, and the lack of centralization of the process makes approval of curricular initiatives a very time consuming process. Most telling, the system has been in effect for many years, and Ohio State is still a considerable distance from its goal to be among the world's truly great universities.

Concluding that change to a centralized configuration is necessary if Ohio State is to aspire to the top ranks of public universities, the committee settled on the federated model for several reasons. We had serious concerns about the feasibility of a fully centralized configuration, in large part because of the extraordinary burden it would place on the Dean for the Arts and Sciences, to whom approximately 40 department chairs/school directors would report. The sheer logistics of the reporting apparatus would require valuable time which the dean could far better spend on Development, student recruitment and pressing the cause of Arts and Sciences within the university community.

The federated model positions the Executive Dean and Vice President for the Arts and Sciences in the top decision making councils of the university, thus putting the Arts and Sciences point of view in play in all major policy discussions and, in particular, promoting increased communication between the Arts and Sciences and the Vice President for Research. Centralized advising and curriculum management present obvious opportunities for putting forth a unified vision of Arts and Sciences to undergraduates and establishing barrier-free opportunities for interdisciplinary teaching and studying. Moreover, by decentralizing the day-to-day management of the departments to the college level, the Executive Dean and Vice President for the Arts and Sciences frees time to advocate for Arts and Sciences in the important recruitment and Development arenas. Thus the federated model responds affirmatively to those criteria for optimality which deal with the undergraduate program in the Arts and Sciences. It is less clear how the change to such a model would affect research and graduate programs, though we note that among our benchmark universities, those with centralized Arts and Sciences configurations have more NRC-top 20 Arts and Sciences programs than those with decentralized configurations.

The Committee gave weight, in preparing its recommendation, to the fact that creating a federated model based on the existing college structure is relatively painless for the university community since, for the most part, the necessary ingredients for success are already in place and working efficiently. Rather than facing the daunting task of taking apart the current configuration and building a new one, we propose to enhance what we

now have with the ingredients that we believe are necessary to move Ohio State to a higher plane among public universities in the United States.

8. The Price of Success

The Committee is unanimous in its opinion that several conditions must be met for a federation of colleges as outlined in the previous section to gain acceptance of the faculty and to produce meaningful improvements in the quality of the Arts and Sciences at Ohio State:

- The Executive Dean and Vice President for the Arts and Sciences must be a member of the President's Planning Cabinet.
- The Executive Dean and Vice President for the Arts and Sciences, the deans of the five colleges, and top-level administrative staff must be housed in the same building, facilitating regular interaction and fostering a sense of unity within the Arts and Sciences. This works well at other institutions (UCLA , Washington, and Wisconsin, for example) and is deemed important to their success.
- During the first years of transition from the current configuration to a federation of colleges, the budget allocation from the provost must be sufficient so that the budget allocation from the federation to each college equals or exceeds what that college would have been allocated under the current configuration, reduced by the savings in college budgets attributable to centralization of administrative functions that previously were the responsibility of colleges. In particular, commitments to increment college budgets under the provost's five year rebasing plan and Selective Investment should remain in force.
- The transitional budget allocations from the provost to the federation should also include supplementary cash allocations providing the Executive Dean and Vice President for the Arts and Sciences with discretionary funds to initiate meaningful new programs which will move the Arts and Sciences forward. Once the transition is complete, it is expected that the Executive Dean and Vice President's discretionary budget would be provided by savings from economies of scale realized in centralizing college administrative functions (See Appendix) and by a tax on annual incremental funding to the federation of the Colleges of the Arts and Sciences.
- The new administrative structure must be organized in such a way as to avoid adding any new levels to existing review processes (e.g. promotion and tenure, curriculum revision, etc.)
- Faculty must be fully consulted in planning for and implementing any change in the configuration of the Arts and Sciences.

- Particular attention must be paid in the creation of a new configuration to insure that not only the Arts and Sciences undergraduate program, but also the research and graduate programs of the Arts and Sciences Colleges, are moved forward.
- The Executive Dean and Vice President for the Arts and Sciences should not serve simultaneously as dean of one of the constituent colleges.

9. Distribution of Arts and Sciences Departments/Schools Among Colleges

The composition of the individual colleges within the Arts and Sciences has remained quite stable since their creation in 1968. The Committee discussed with each college dean her/his opinion of what, if any, realignment of departments among colleges would improve the functioning of the colleges and/or the Arts and Sciences as a whole. Those discussions led to identification of two important criteria that influence the effectiveness of a college:

- The number of departments/schools in a college should be small enough that the dean can be knowledgeable about each unit and meet regularly with the chair/director.
- Each department/school in a given college should have common intellectual bonds with many, if not all, of the other departments, and all should share a common academic culture.

The college deans appear to be comfortable with the current distribution of programs among the colleges and reported no strong sentiment among their faculty to institute changes.

Two ideas were presented for consideration: merger of the College of Biological Sciences with the College of Mathematical and Physical Sciences to form a College of Science; and separation of the College of Arts from the Arts and Sciences cluster to form a free-standing college, perhaps aligned with the Professional College cluster. We believe that a good argument could be made for either of these realignment proposals especially since the more highly-ranked fine arts and music programs tend to be in free-standing colleges or schools, and note that Colleges of Science and free-standing Colleges of Fine Arts are common among our benchmark institutions. The Committee also briefly considered a suggestion that the Colleges of Humanities and Social and Behavioral Sciences could be combined into a single college, though such a union would appear to fail both of the criteria set forth above.

10. Recommendations Regarding Composition of the Colleges within Arts and Sciences

The Committee feels that the current distribution of departments and schools among the five colleges of the Arts and Sciences is working well. While it may be advisable in the future to revisit the possibility of realignment, such action at this time would complicate efforts to move expeditiously to a centralized structure for the Arts and Sciences. We

recommend no changes in alignment of colleges until such a centralized structure has been instituted and its effects on the interactions among departments/schools measured. The new federation of Colleges of the Arts and Sciences should re-address this issue later, after a careful assessment of the outcome of the change in structure.

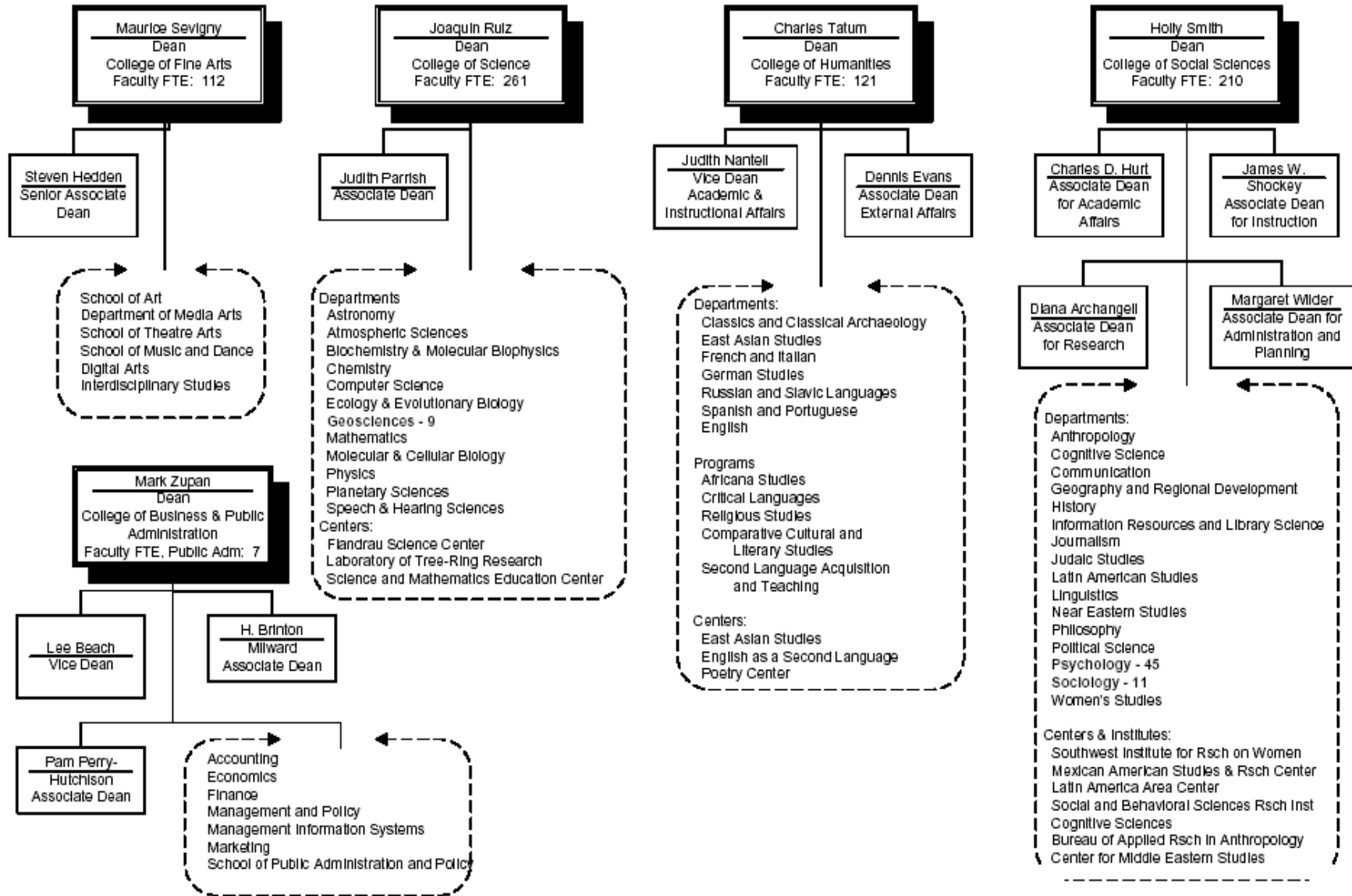
11. Concluding Observation

In our conversations with representatives of benchmark universities, there was one recurring theme; the effectiveness of their organizational structure for the Arts and Sciences is a consequence of the quality of the people in leadership positions. Simple adoption of a federated structure for the Arts and Sciences may have little effect in moving Ohio State towards the goals of the Academic Plan if the University does not proceed carefully in the selection of an Executive Dean and Vice President who, on the one hand, can speak to the faculty and administration with the authority of an established scholar and, on the other hand, is an adept judge of people, who can build a cohesive, dynamic team of deans to provide the day to day leadership of the colleges.

List of Appendices

- Organizational Charts – benchmark institutions
- Interviews with Deans and Others
- Memo – Analysis of possible savings from economies of scale September 9, 2002
 - Organizational charts for arts and sciences colleges-major research universities
- Top 50 Public National Universities – Doctoral *U.S. News & World Report*, September, 2002
- Statistical summaries
- NRC Program Rankings

University of Arizona



UCLA

Brian P. Copenhaver
Provost
College of Letters & Science

Fred Eisinger
Dean, Division of Life Sciences
Faculty FTE: 111.2

Roberto Pececi, Dean,
Division of Physical Sciences
Faculty FTE: 180.6

Departments & Programs
Cybernetics
Physiological Science
Microbiology & Molecular Genetics
Molecular Biology
Molecular, Cell & Developmental Biology
Neuroscience
Organismic Biology, Ecology & Evolution - 23
Psychology - 6

Research Units
Center for the Study of Women
Molecular Biology Institute
Cognitive Science
Marine Science

Scott Waugh
Dean, Division of
Social Sciences
Faculty FTE: 219.46

Judith Smith
Vice Provost for
Undergrad Education

Pauline Yu
Dean, Division of
Humanities
Faculty FTE: 206.33

Departments & Programs
Aerospace Studies (ROTC)
African Studies Center
African-American Studies
American Indian Studies
Anthropology
Archaeology
Asian-American Studies
Cesar Chavez Center for Chicana & Chicano Studies
Economics - 11
European Studies
Geography
History - 9
International Development Studies
Islamic Studies
Latin American Studies
Military Science
Naval Science
Near Eastern Studies
Political Science - 8
Sociology - 7
Speech and Communication Studies
Women's Studies

Research Units
Center for American Politics and Public Policy
Center for Computational Social Science
Institute of Archaeology
Institute for Social Science Research

Departments & Programs
Applied Linguistics
Art History
Classics
Comparative Literature
East Asian Languages & Cultures
East Asian Studies
English - 11
English as a Second Language
Folklore & Mythology
French
Germanic Languages
Indo-European Studies
Italian
Lesbian, Gay, Bisexual, & Transgender Sids
Linguistics
Musicology
Near Eastern Languages & Cultures
Philosophy
Religion, Study Of
Romance Linguistics & Literatures
Scandinavian Section
Slavic Languages & Literatures
South and Southeast Asian Languages Prog
Spanish & Portuguese
TESL/Applied Linguistics
Writing Programs

Research Units
Center for 17th and 18th Century Studies
Center for Jewish Studies
Center for Modern & Contemporary Studies
Center for the Study of Religion
Humanities Consortium
Medieval & Renaissance Studies Center
Paris Program in Critical Theory

Departments & Programs
Atmospheric Sciences
Chemistry & Biochemistry
Chemistry / Materials Science - 11
Earth & Space Sciences - 11
Mathematics - 12
Physics & Astronomy - 14
Statistics

Research Units
Center for the Study of Evolution & the Origin of Life
Global Change Consortium
Institute of Geophysics & Planetary Physics
Institute for Plasma & Fusion Research
Southern California Earthquake Center

Daniel Neuman
Dean
School of the Arts & Architecture
Faculty FTE w/o Arch: 75.51

Patricia Baxter
Associate Dean
Administration

Robert Winter
Associate Dean
Technology

Hironi Sakata
Assoc. Dean
Acad. Affairs

Departments
Architecture & Urban Design
Art
Design
Ethnomusicology
Music
World Arts & Cultures
Centers:
Center for the Digital Arts
Center for Intercultural Performance

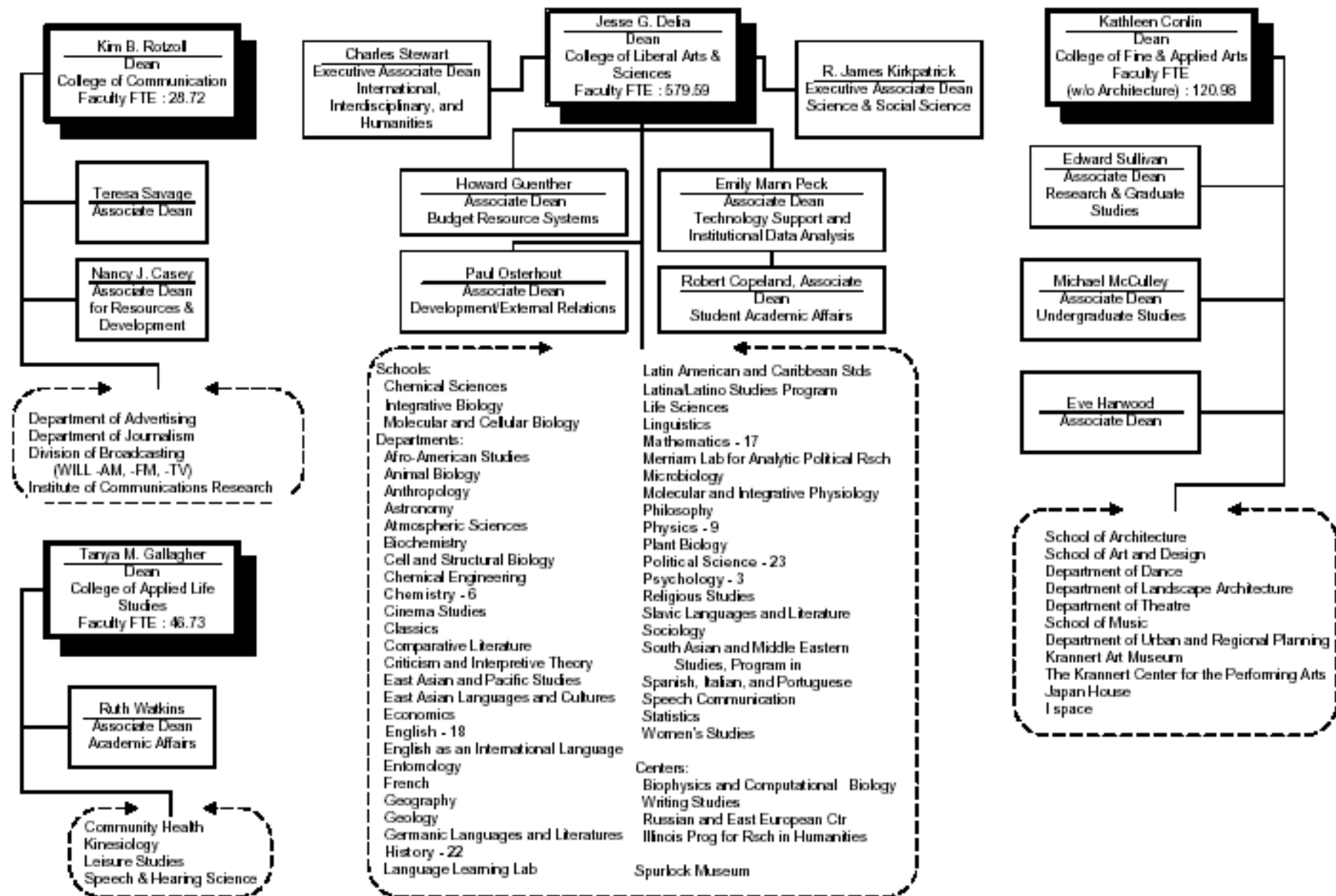
Barbara J. Nelson
Dean
School of Public Policy and
Social Research
Faculty FTE: 35.95

Mary Jane Varley
Assoc Dean
Administration

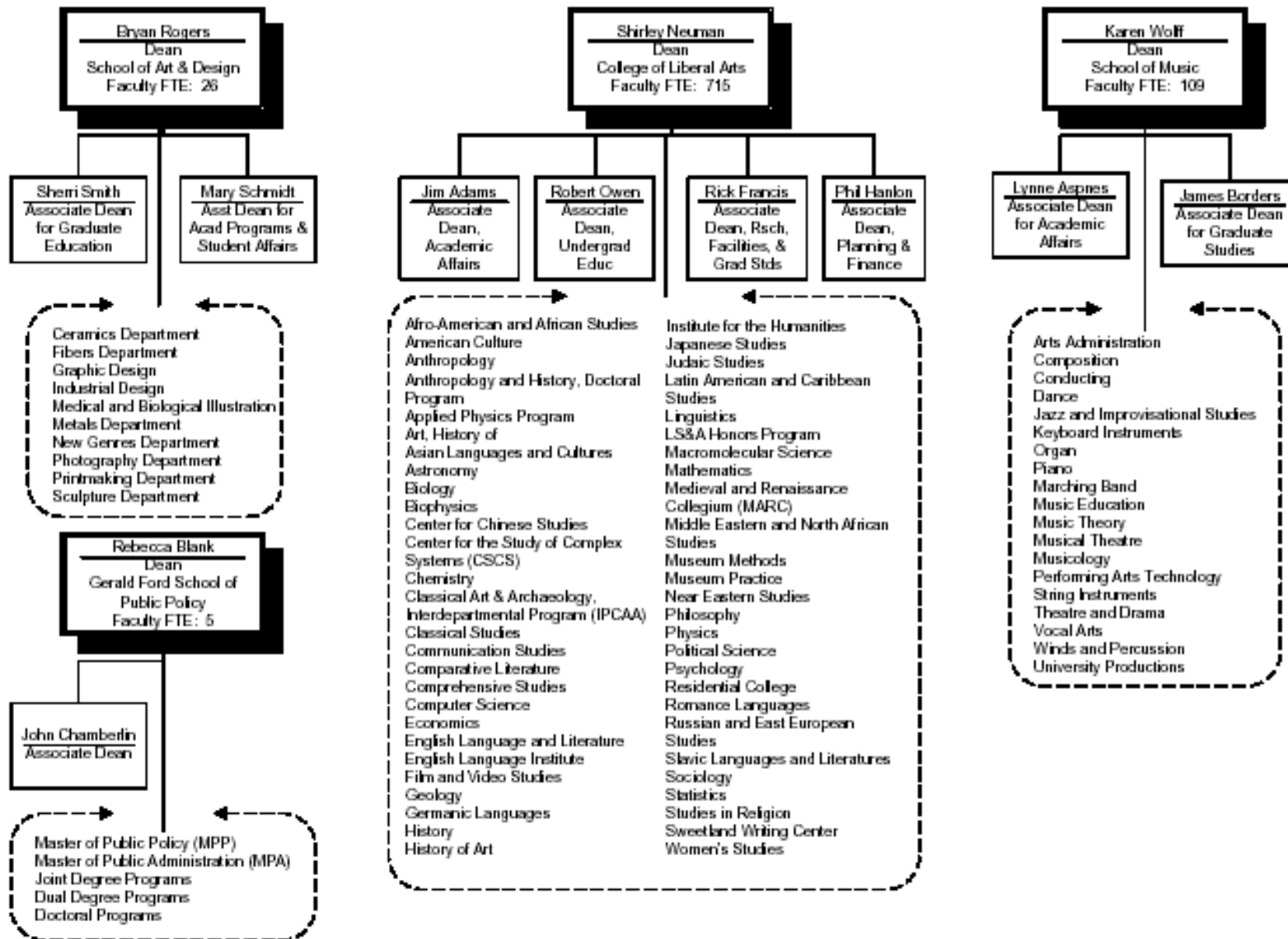
F. Torres-Gil
Associate Dean

Departments:
Social Welfare
Urban Planning
Policy Studies

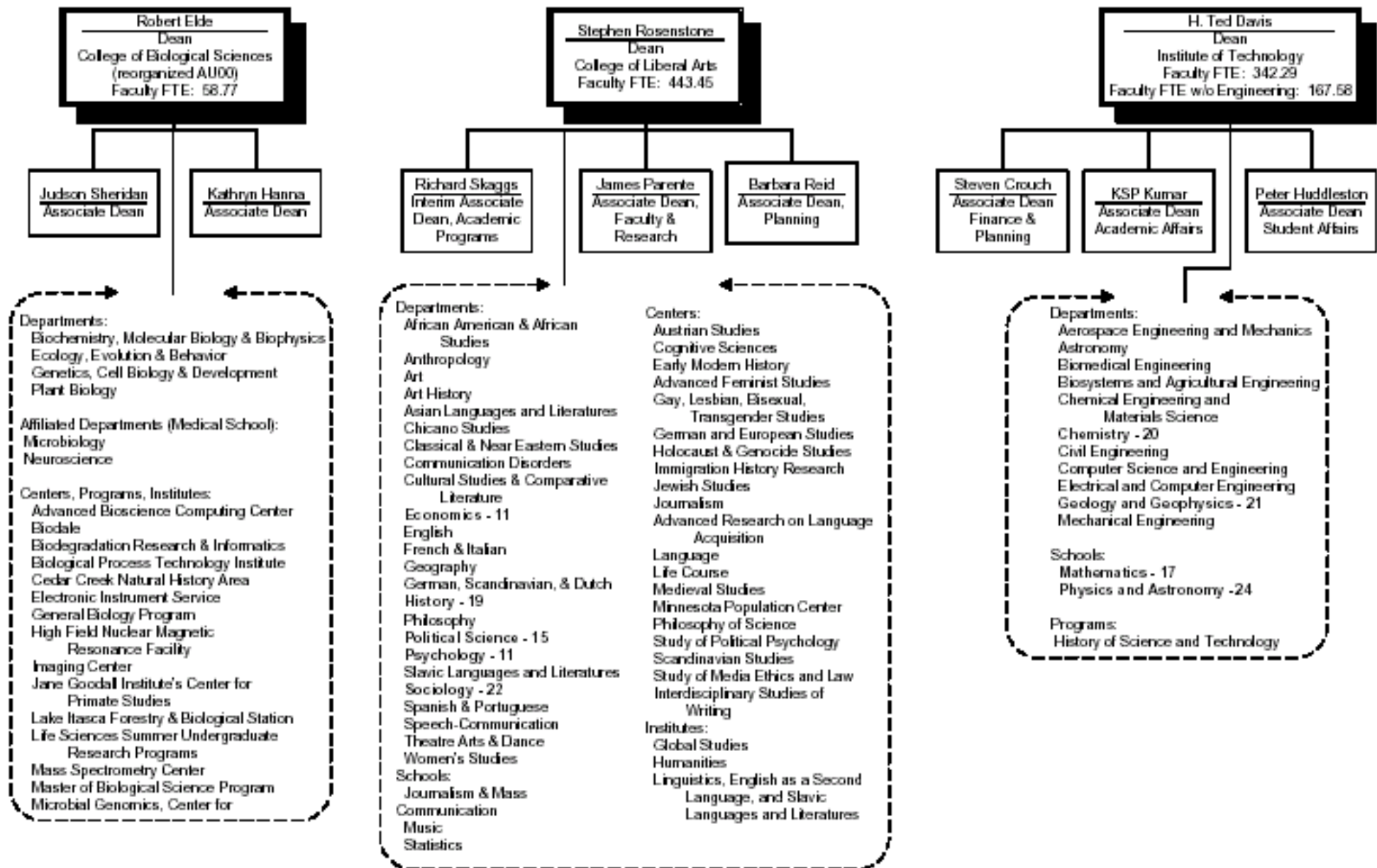
University of Illinois



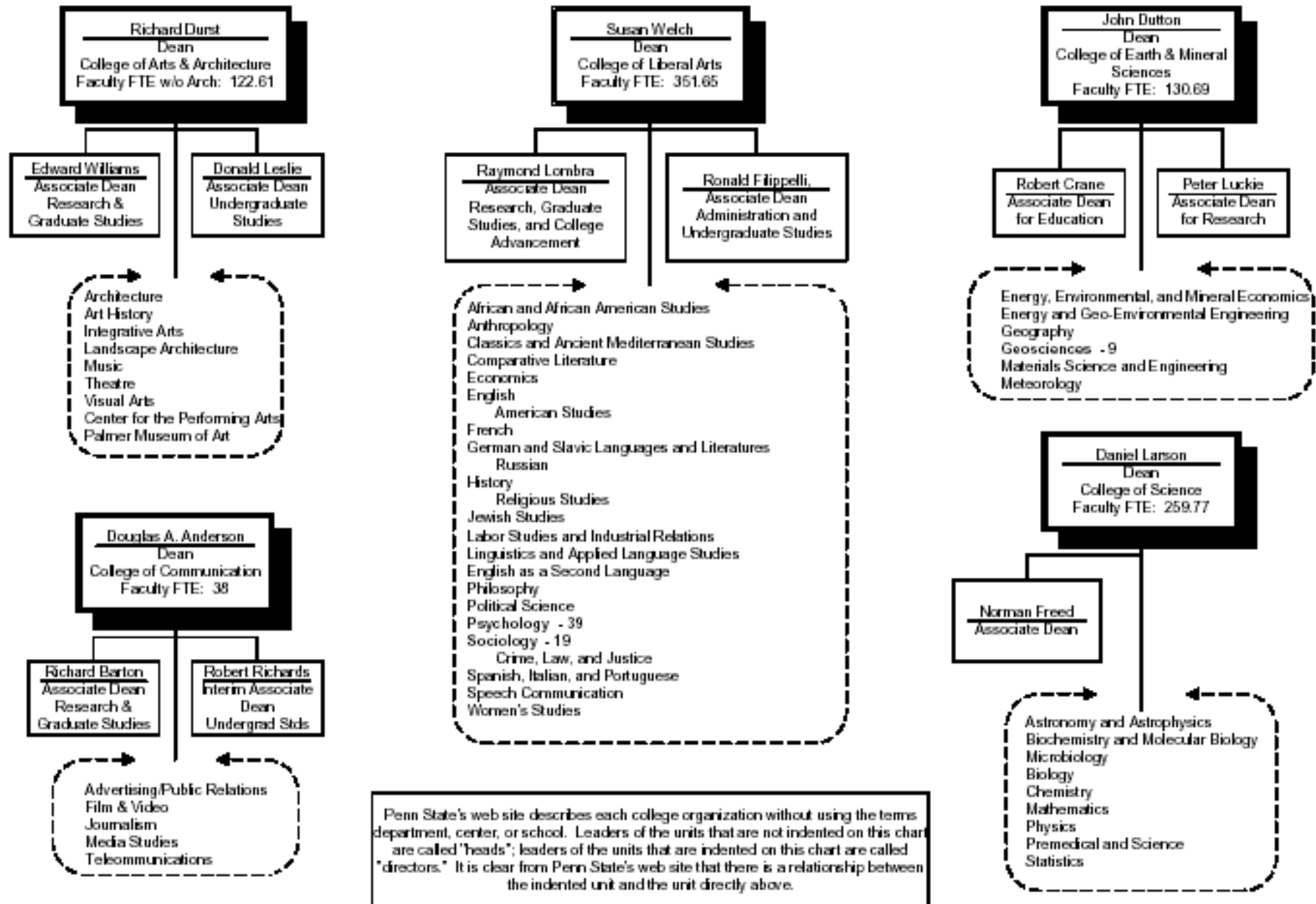
University of Michigan



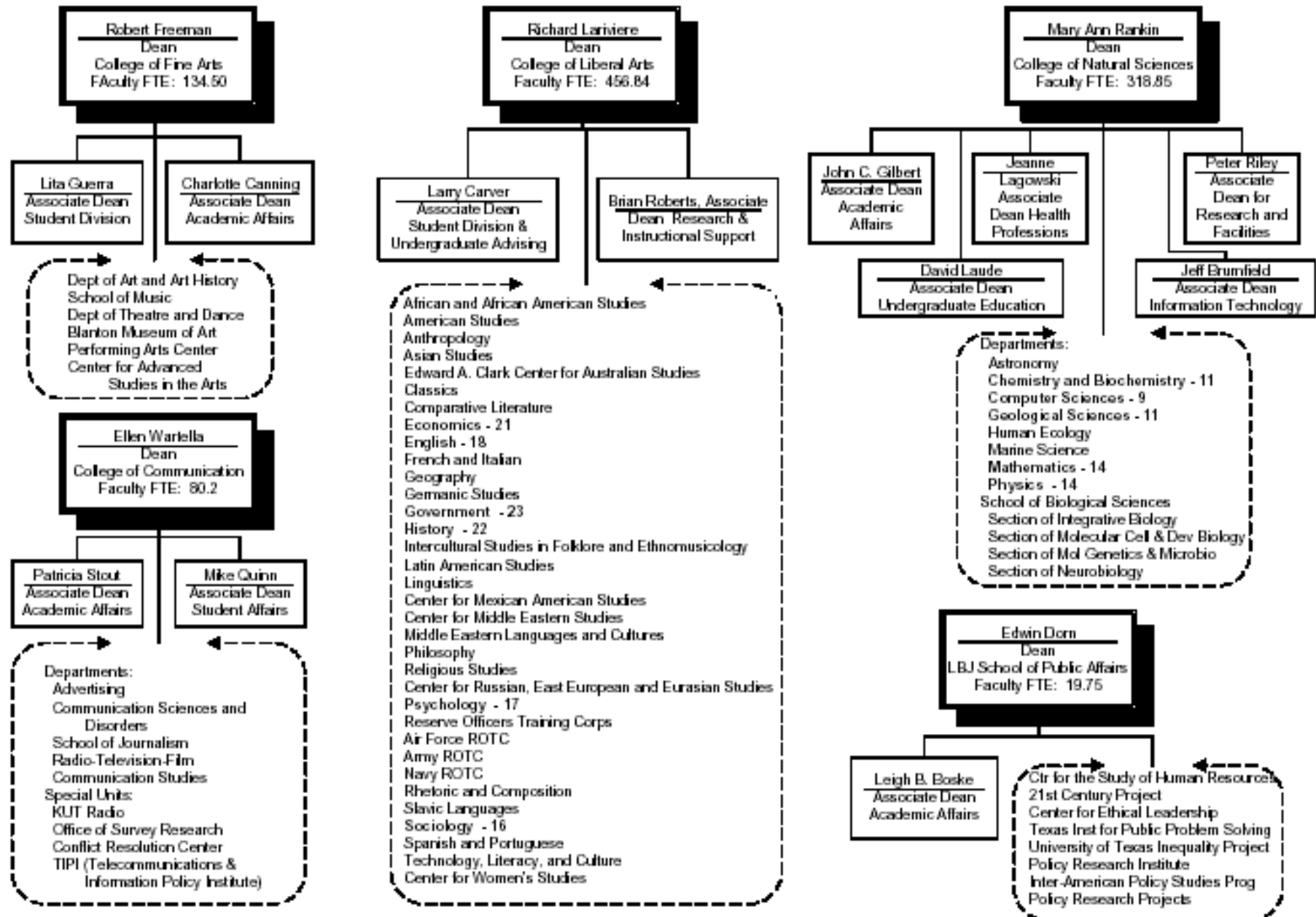
University of Minnesota



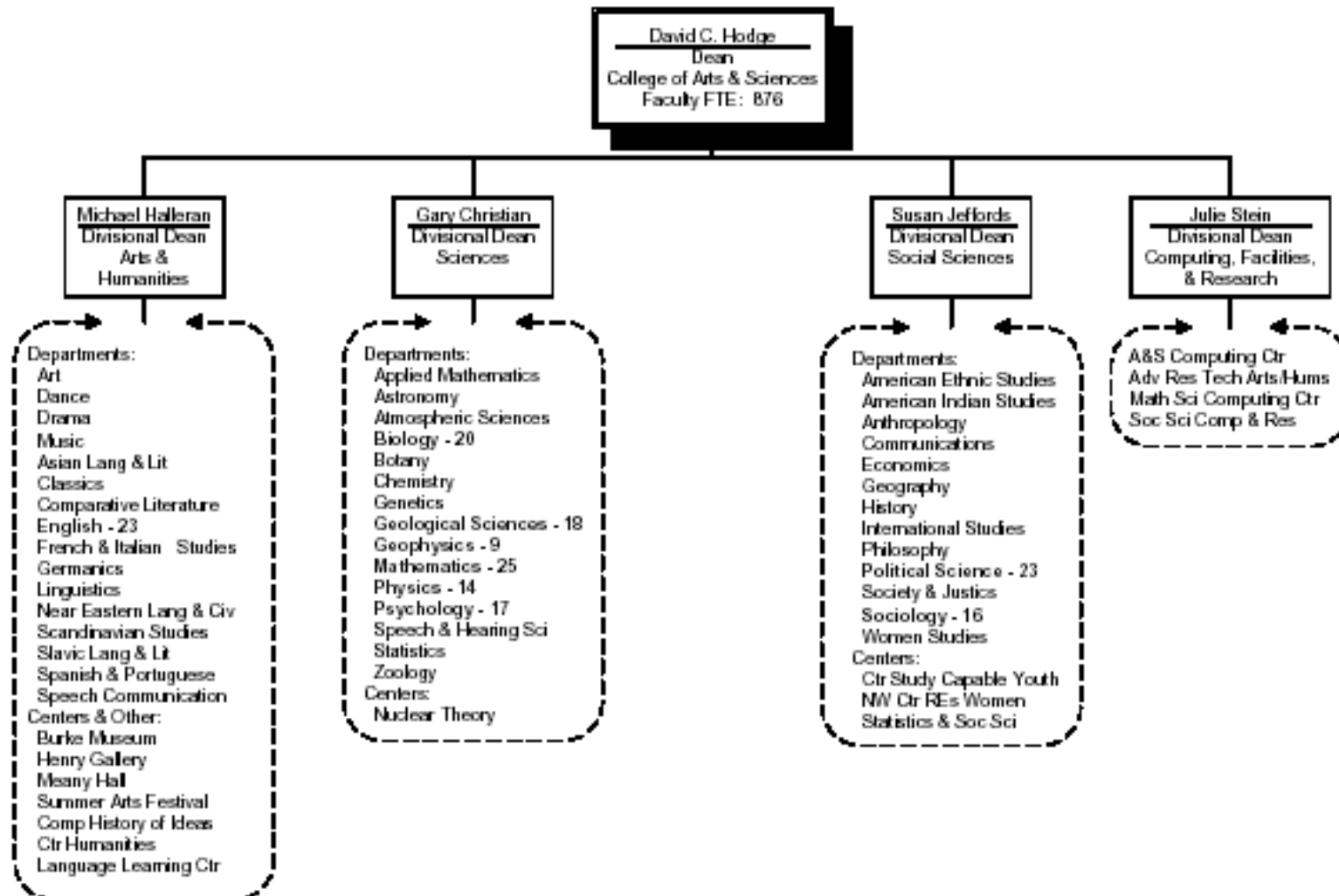
Penn State University



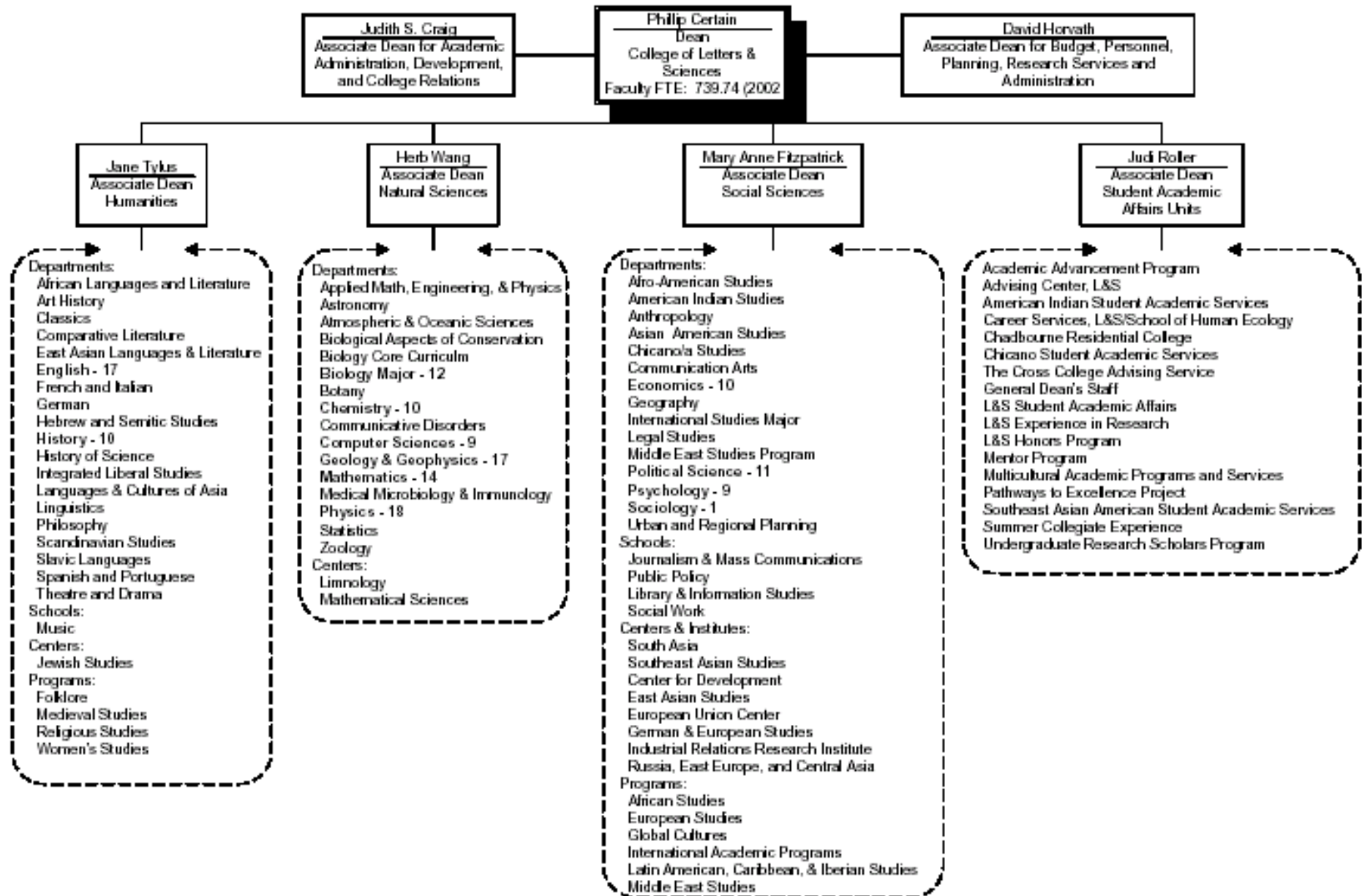
University of Texas



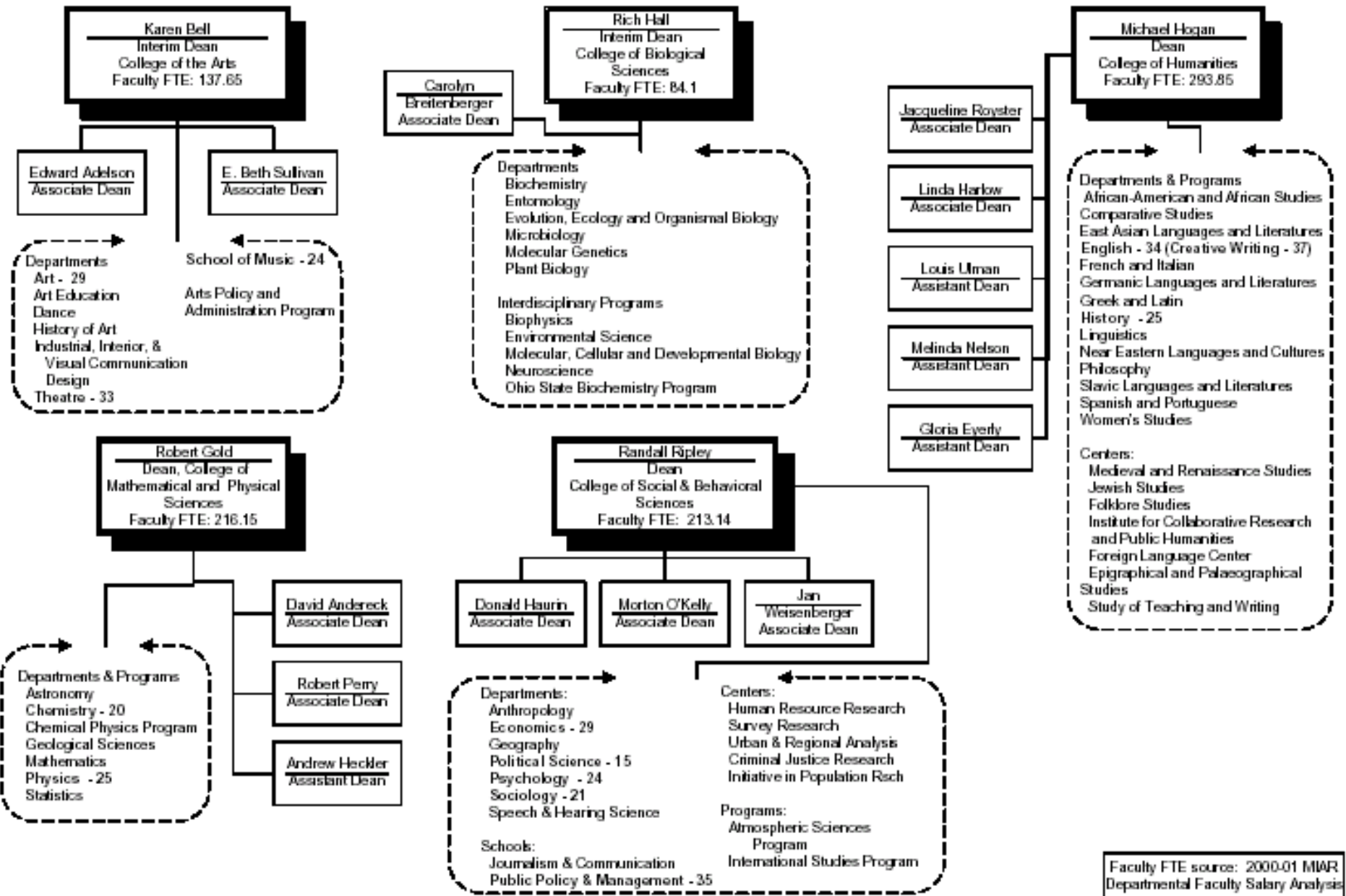
The University of Washington



The University of Wisconsin

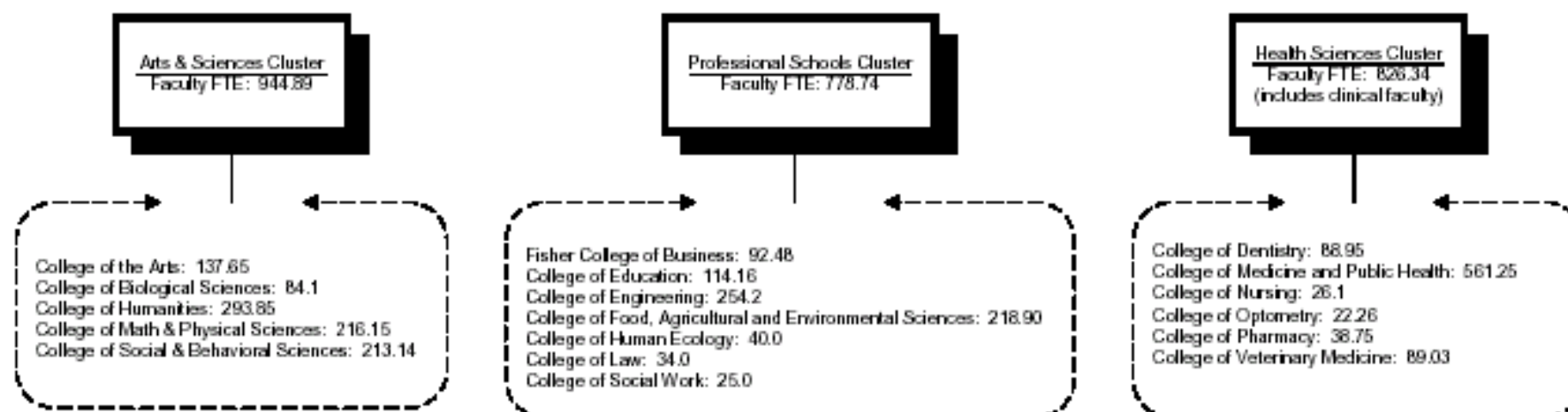


The Ohio State University



Faculty FTE source: 2000-01 MIAR
Departmental Faculty Salary Analysis

The Ohio State University: Clusters



**Ad Hoc Committee on the
Status of the Colleges of the Arts and Sciences**

Interviews with Deans and Others

April 22, 2002

- Robert Gold, Dean
College of Mathematical and Physical Sciences

- Randall Ripley, Dean
College of Social and Behavioral Sciences

April 29, 2002

- Rich Hall, Interim Dean
College of Biological Sciences

May 6, 2002

- Karen Bell, Dean
College of the Arts

- Michael Hogan, Dean
College of Humanities

May 31, 2002 - Video conference call

- John Wiley, Chancellor
University of Wisconsin

June 5, 2002- Video conference call

- Nancy Cantor, Chancellor
University of Illinois

July 26, 2002 – Telephone conference call

- Brian Copenhaver, Provost
College of Letters & Sciences
UCLA

August 1, 2002 – Telephone conference call

- David Hodge, Dean
College of Arts & Sciences
University of Washington

September 12, 2002 – Telephone conference call

- Jeffrey Kimpton, Director
School of Music
University of Minnesota

September 19, 2002 – Telephone conference call

- David Giesecker, Chair
Department of Mathematics
UCLA



University Resource Planning and
Institutional Analysis

8 Bricker Hall
190 North Oval Mall
Columbus, OH 43210-1321
Phone 614-292-9990
FAX 614-292-2191

Memorandum

To: Michael Hogan, Executive Dean, Colleges of the Arts and Sciences
CC: Alayne Parson; Phyllis Newman
From: Julie Carpenter-Hubin
Date: 9/9/2002
Re: Arts & Sciences College Office Structures: Revised

Attached are organization charts for the college offices of the five OSU Colleges of the Arts and Sciences. Also included are a series of organization charts for arts and sciences colleges at the following major research universities: the University of California at Los Angeles; the University of Illinois at Urbana/Champaign; the University of Iowa; the University of Washington; and the University of Wisconsin. These institutions were selected for inclusion because 1) they have a single arts and sciences college that comprises most of the units included in OSU's five colleges; and 2) information on their structure and staffing was readily available. The charts were created based on information available on those institutions' web sites. All of the information, except that for the University of Washington, has been reviewed by college office staff at the applicable university and changes and corrections have been made where needed.

I have separated the staff listed on the organization charts into two groups. One group comprises staff assigned to development, information technology, and student advising function. This group, shown in blue on the organization charts, is not considered in the following analysis. Their functions are handled in a variety of ways at the institutions being studied. Some operations, e.g. the Student Academic Affairs operation at the University of Illinois, are clearly not comparable to those performed in the five OSU college offices. For others, more information on their relationships to other units on campus would be needed to determine comparability to OSU.

The other group, shown in green on the organization charts, comprises staff assigned to the functions performed in OSU's five college offices: faculty matters, curriculum processes, and fiscal and personnel issues. My analysis focuses on this group.

Staffing Summary

The chart that follows provides the number of arts and sciences college office staff, including the dean or deans, and the size of the faculty they serve. Since the number of staff needed depends in part on the number of faculty supported, the ratio of arts and sciences faculty to college office staff is a better set of numbers to use in making comparisons.

University	# College Office Staff	# Arts & Sciences Faculty	Ratio of A&S Faculty to College Office Staff
University of California at Los Angeles	35.4	850	24:1
University of Illinois at Urbana/Champaign	13	620	48:1
University of Iowa	21	630	30:1
University of Washington	24	890	37:1
University of Wisconsin	37.25	908	24:1
The Ohio State University	54	1004	19:1

The ratios range from a high at Illinois of 48:1 to a low at Ohio State of 19:1. Suppose that the OSU arts and sciences colleges were restructured in such a way that their faculty to college office staff ratios were at the level of one or another of these other institutions. We would see the following reductions in OSU arts and sciences staff:

	the OSU staff would number:	reducing OSU staff by:
Using the UCLA ratio of 24:1	42	12
Using the Illinois ratio of 48:1	21	33
Using the Iowa ratio of 30:1	33	21
Using the Washington ratio of 37:1	27	27
Using the Wisconsin of 24:1	42	12

Now suppose we look at the executive staff numbers separately from the numbers of other staff. Executive staff include deans, associate deans, and the principal fiscal and/or personnel officers, and they are shown on the organization charts with the double-lined boxes. Since assistant dean can mean any number of things, I am not including staff with that title as executive staff EXCEPT in the case of the Illinois assistant dean for curriculum) That particular position seems comparable to our associate deans charged with curriculum oversight. While other positions may well be considered executive staff at the other institutions, this grouping is most comparable to executive staff within the OSU Colleges of Arts and Sciences.

University	# College Office		# Arts & Sciences Faculty	Ratio of A&S Faculty to College Office	
	Exec Staff	Other Staff		Exec Staff	Other Staff
University of California at Los Angeles	7	28.4	850	121:1	30:1
University of Illinois at Urbana/Champaign	6	7	620	103:1	89:1
University of Iowa	5	16	630	126:1	39:1
University of Washington	6	18	890	148:1	49:1
University of Wisconsin	7.25	30	908	125:1	30:1
The Ohio State University	23	31	1004	44:1	32:1

Suppose that we again use the ratios of the comparison institutions to produce hypothetical OSU arts and sciences staffing numbers, this time for the executive staff. Here, too, we see that reductions would occur:

	the OSU Executive Staff would number:	changing OSU Executive Staff by:
Using the UCLA ratio of 121:1	8	-15
Using the Illinois ratio of 103:1	10	-13
Using the Iowa ratio of 126:1	8	-15
Using the Washington ratio of 148:1	7	-16
Using the Wisconsin of 125:1	8	-15

And if we follow the same exercise for Other Staff, we would see reductions using three of the five other institutions' ratios:

	the OSU Other Staff would number:	changing OSU Other Staff by:
Using the UCLA ratio of 30:1	33	+2
Using the Illinois ratio of 89:1	11	-20
Using the Iowa ratio of 39:1	26	-5
Using the Washington ratio of 49:1	20	-11
Using the Wisconsin of 30:1	33	+2

Hypothetical Cost Savings

The average salary for OSU arts and sciences college office executive staff for FY 2002 was \$110,086. If we increase this by 5% to approximate the FY 2003 average and add 28.2% for benefits, we find that the average cost of an OSU arts and sciences college office executive staff member was \$148,188. If OSU reduced these executive staff numbers as outlined above, the approximate cost savings would be between \$1.9 million and \$2.4 million.

The average salary for OSU arts and sciences college office non-executive staff for FY 2002 was \$39,650. If we increase this by 5% to approximate the FY 2003 average and add 28.2% for benefits¹, we find that the average cost of an OSU arts and sciences college office non-executive staff member was \$53,373. If OSU reduced these staff numbers as outlined above in all but the UCLA and Wisconsin cases, the approximate cost savings would be between \$267,000 and \$1,067,000. Adding two staff members as the result of using the UCLA or Wisconsin ratio would cost approximately \$106,000.

Overall, the greatest cost savings would occur using the Illinois ratios. This model would result in approximately \$3 million dollars in savings. The smallest cost savings would occur using the UCLA or Wisconsin model, with approximate savings of \$2.1 million.

It is probably worth reminding ourselves that much of the "cost savings" realized from any reduction in the college office executive staff would in fact be a shift from administrative costs to faculty costs, or, put more positively, a reduction in administrative costs and an increase in faculty resources. It is difficult to predict what the overall bottom line savings to the Colleges of the Arts and Sciences would be without knowing to what departmental responsibilities executive staff might return.

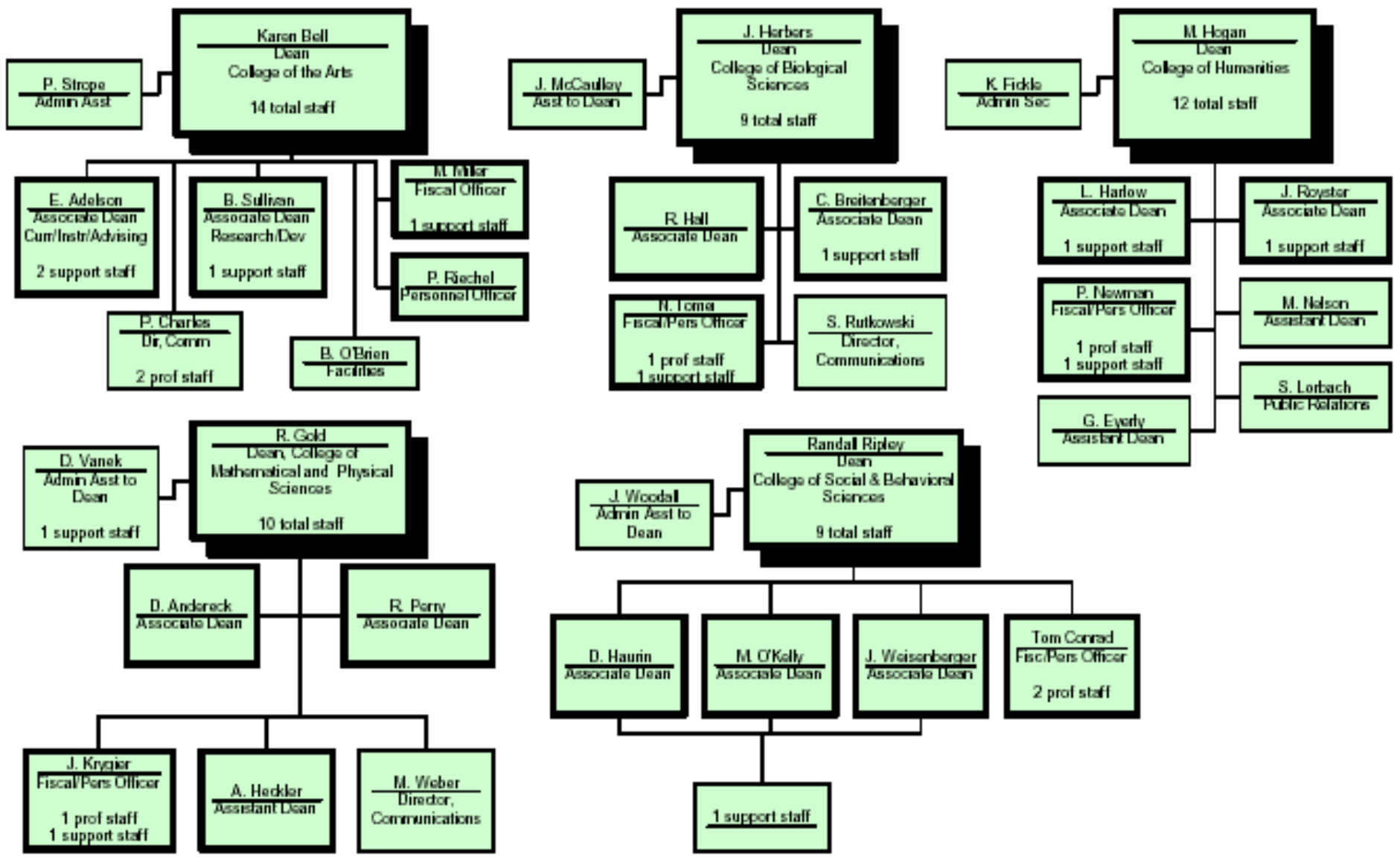
I would also note that this analysis looks only at savings associated with salary and benefits. Such a reduction in staff would additionally result in reduced space and other operational costs. Further analysis will be done to estimate these savings.

¹ 28.2% is the benefits composite rate for A&P staff. The rate for Classified Civil Service is higher, at 36.1%. Thus, the cost savings represented here are slightly underestimated.

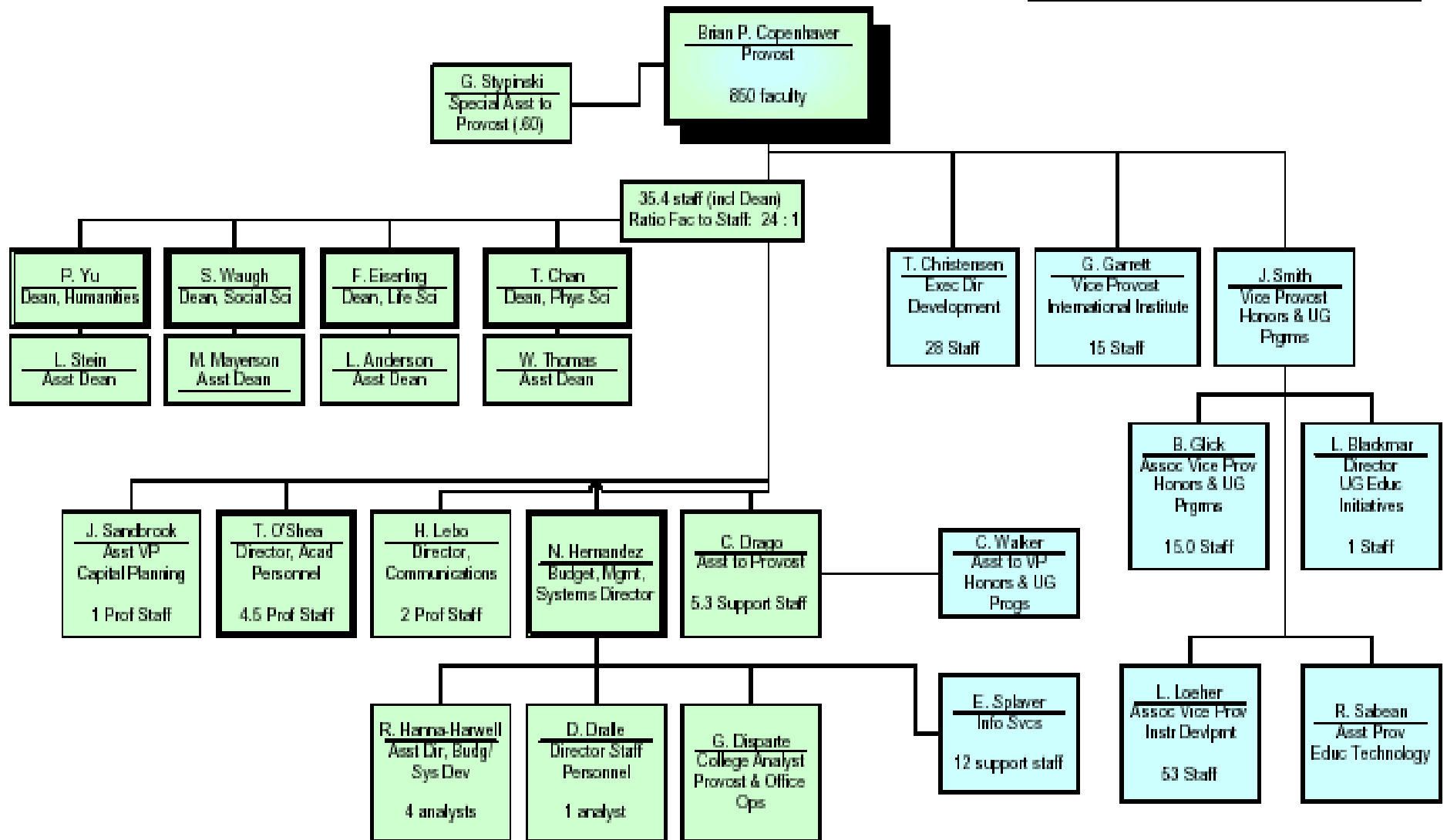
The Ohio State University
Colleges of the Arts & Sciences

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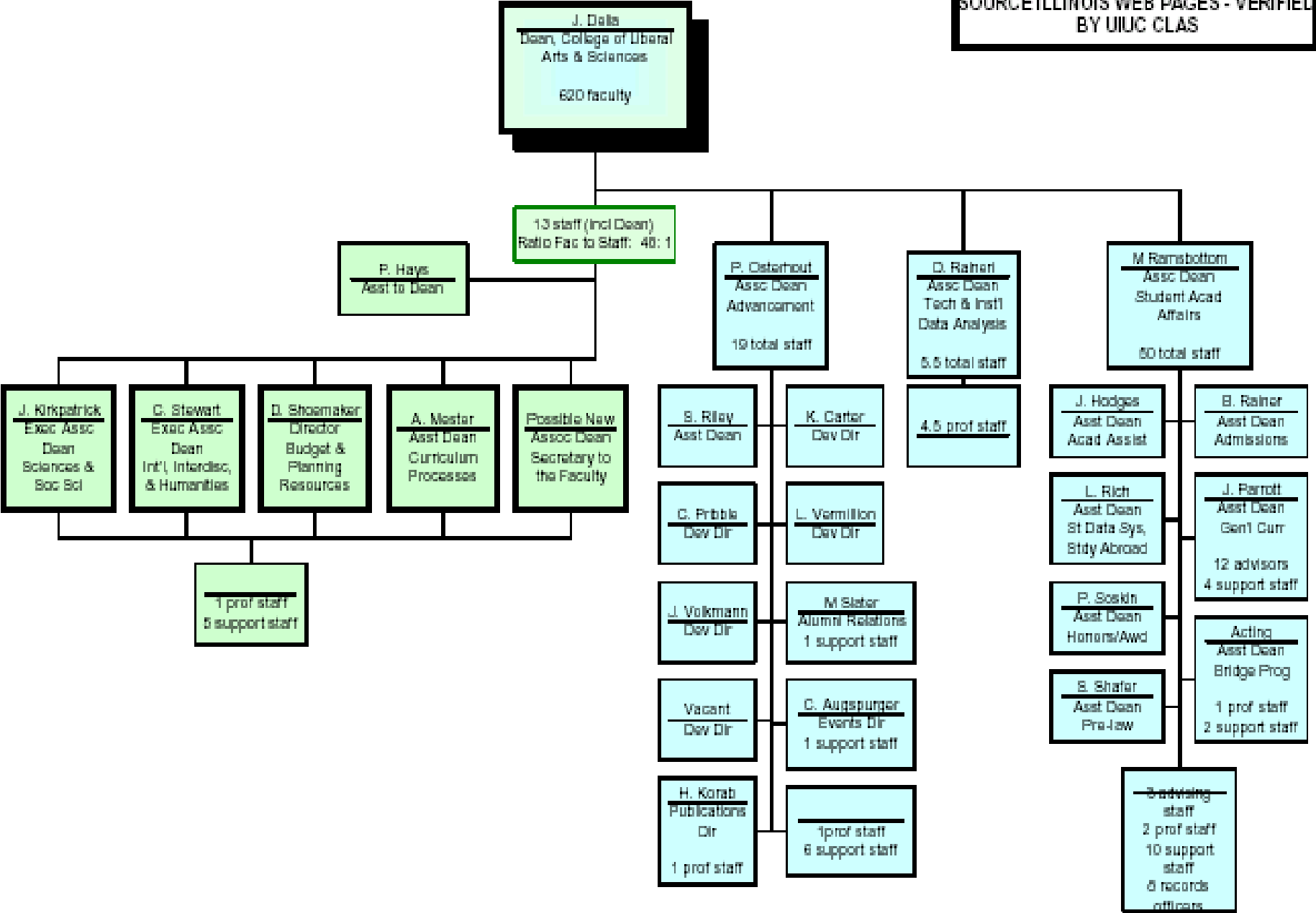
Total ASC
1004 faculty
54 College Office staff
Ratio Fac/CO staff: 19:1

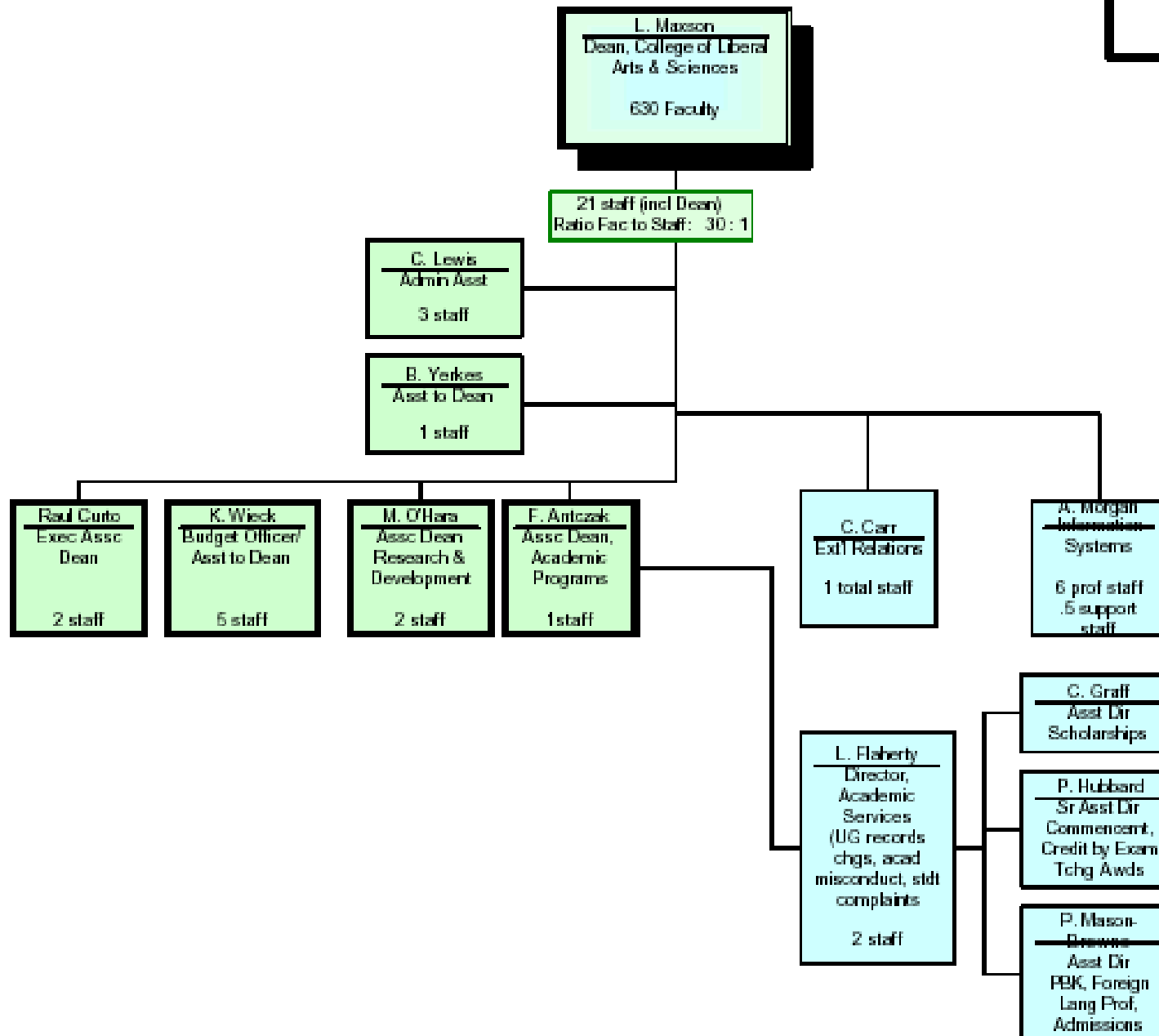


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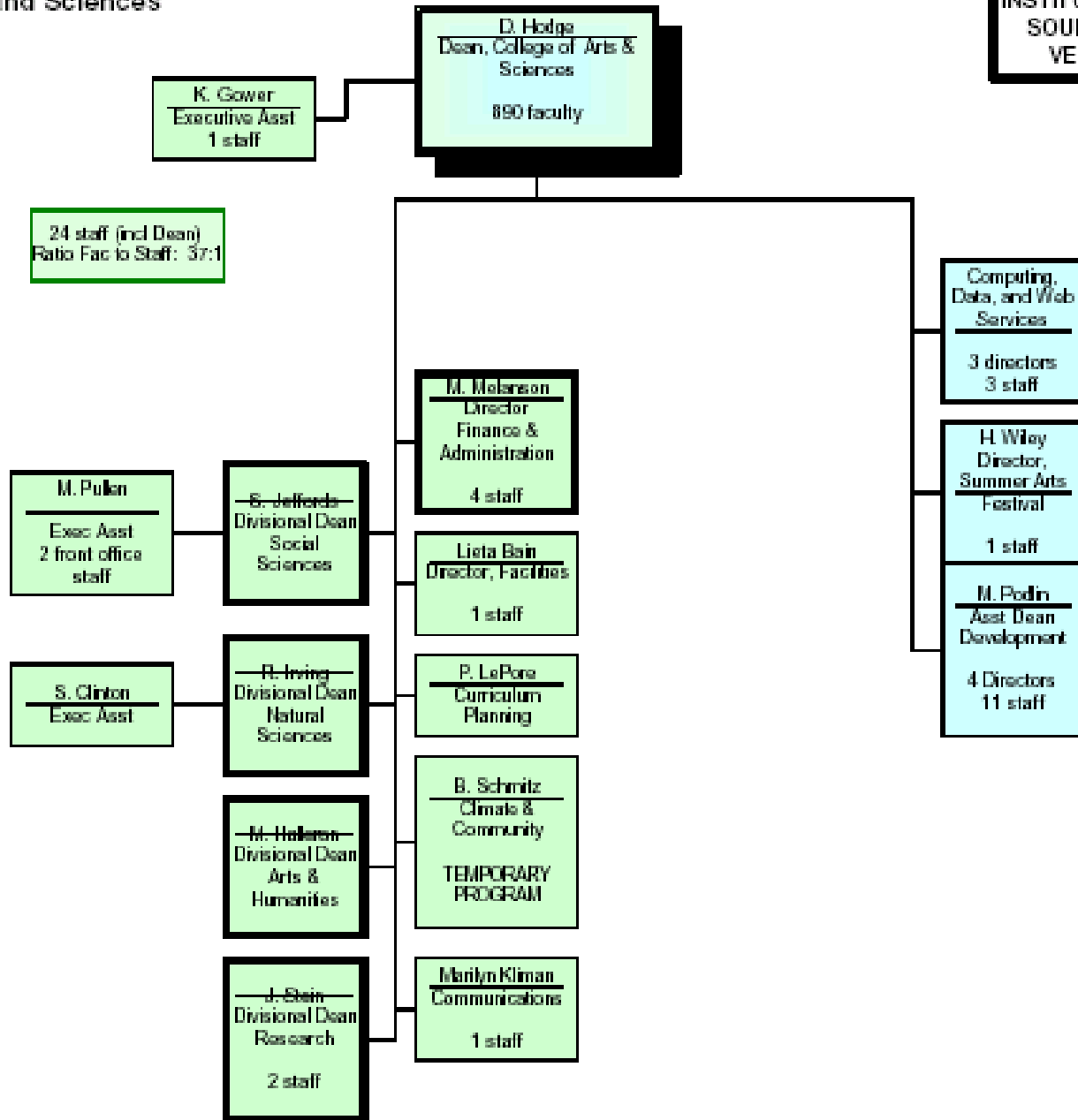


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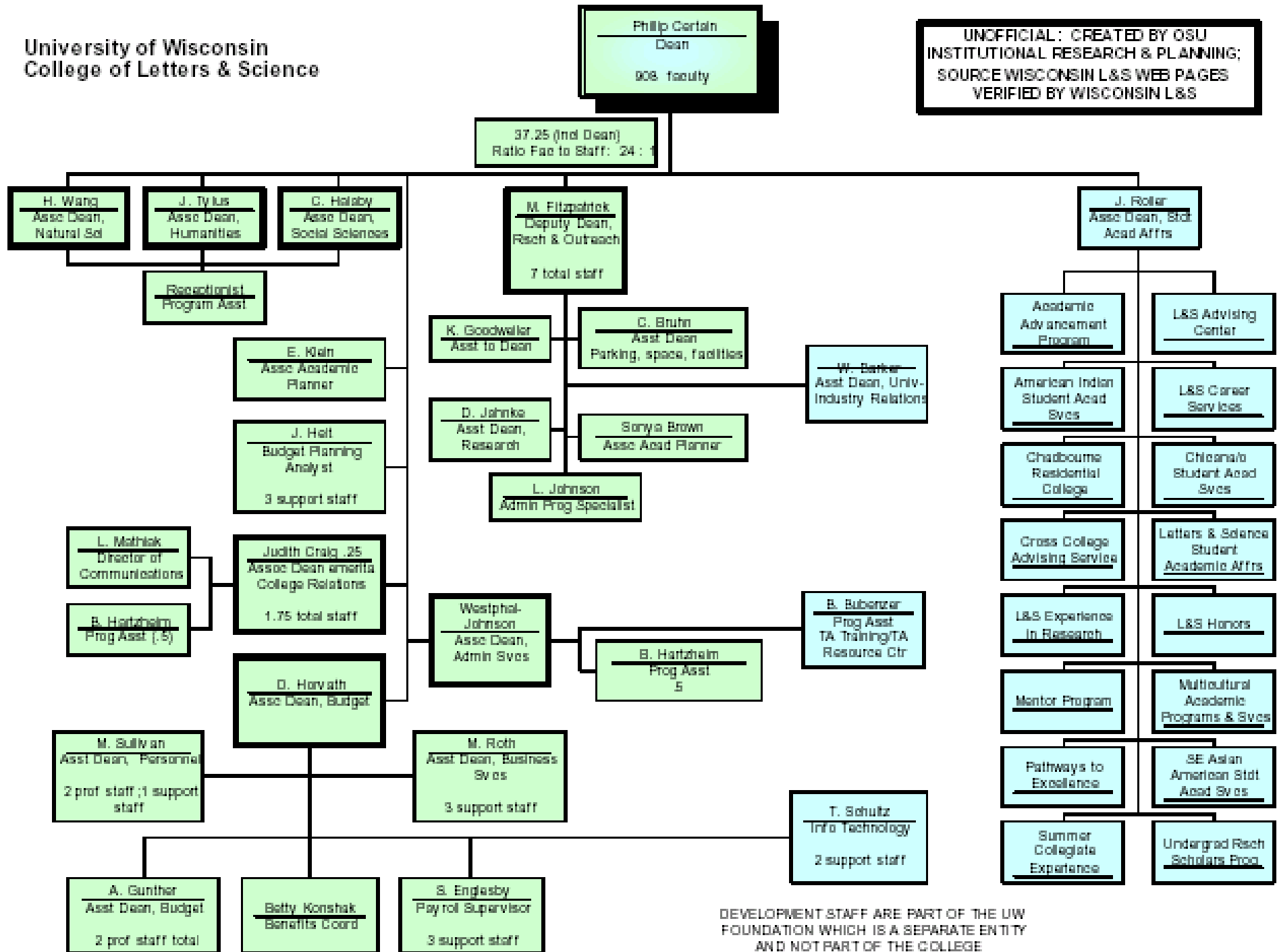


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University of Wisconsin
College of Letters & Science

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The Top 50 Public National Universities—Doctoral

Rank	School (State)	Rank	School (State)	Rank	School (State)
1.	University of California—Berkeley	18.	University of Georgia	36.	SUNY Coll. Environ. Sci. and Forestry
2.	University of Virginia		Univ. of Maryland—College Park		Univ. of California—Riverside
3.	Univ. of California—Los Angeles	20.	Purdue Univ.—West Lafayette (IN)		Univ. of California—Santa Cruz
	University of Michigan—Ann Arbor		Rutgers—New Brunswick (NJ)	39.	Clemson University (SC)
5.	U. of North Carolina—Chapel Hill		University of Iowa		Iowa State University
6.	College of William and Mary (VA)		Univ. of Minnesota—Twin Cities	41.	North Carolina State U.—Raleigh
7.	Univ. of California—San Diego	24.	Ohio State University—Columbus		University of Kansas
	Univ. of Wisconsin—Madison		Texas A&M Univ.—College Station	43.	Auburn University (AL)
9.	Georgia Institute of Technology	26.	Miami University—Oxford (OH)		Univ. of Tennessee—Knoxville
	U. of Illinois—Urbana-Champaign		University of Delaware	45.	Ohio University
11.	University of California—Davis	28.	Indiana University—Bloomington		University of Alabama
12.	Pennsylvania State U.—University Park		Univ. of Missouri—Columbia		Univ. of Massachusetts—Amherst
	University of California—Irvine		Virginia Tech		University of New Hampshire
14.	Univ. of California—Santa Barbara	31.	Michigan State University		University of Vermont
	University of Texas—Austin		SUNY—Binghamton	50.	Michigan Technological University
	University of Washington		University of Colorado—Boulder		University of Arizona
17.	University of Florida		University of Connecticut		University of Kentucky
			University of Pittsburgh		

From U.S. News and World Report, September, 2002

Arts and Sciences Faculty and Student Data

Table 1:

Columbus Campus Regular College Faculty and Demographics

Number of Regular Faculty	Autumn 1999	Autumn 2000	Autumn 2001
University Total (All Colleges)	2,501	2,509	2,536
A&S Faculty	988	1,005	1,021
A&S % of Univ Total	39.5%	40.1%	40.3%

Office of Academic Affairs Tenure Records Database: does not include ATI, OSUE, or Library faculty

Table 2:

Academic Degrees Granted, FY1999-2001

Bachelor's Degrees	FY 1999	FY 2000	FY 2001
University Total Bachelor's Degrees	6,819	6,746	7,306
A&S Bachelor's Degrees	3,073	3,077	3,448
A&S % of Univ Total	45.1%	45.6%	47.2%

Master's Degrees	FY 1999	FY 2000	FY 2001
University Total Master's Degrees	2,370	2,310	2,320
A&S Master's Degrees	589	567	533
A&S % of Univ Total	24.9%	24.5%	23.0%

Ph.D Degrees	FY 1999	FY 2000	FY 2001
University Total Ph.Ds	548	609	591
A&S Ph.Ds	242	278	298
A&S % of Univ Total	44.2%	45.6%	50.4%

Data Source: University Registrar's Office, *Degrees Awarded by College Offering Major.*

Arts and Sciences Faculty and Student Data

Table 3:

Columbus Campus New First Quarter Freshmen (NFQF) by College

Number of NFQF	Autumn 1999	Autumn 2000	Autumn 2001
University Total NFQF	5,986	5,774	5,894
A&S NFQF	945	1,591	2,100
A&S % of Univ Total	15.8%	27.6%	35.6%

Data Source: University Registrar's Office, *Highlights of Fifteenth Day Enrollment, Supplement 22.*

Table 4:

Instructional Credit Hours, FY2000-2002

000-299 Level Courses	FY 2000	FY 2001	FY 2002
University Total 000-299 Hours	988,547	975,071	990,656
A&S 000-299 Hours	838,577	824,500	828,766
A&S % of Univ Total	84.8%	84.6%	83.7%
300-599 Level Courses	FY 2000	FY 2001	FY 2002
University Total 300-599 Hours	482,682	490,478	507,714
A&S 300-599 Hours	257,723	264,490	274,037
A&S % of Univ Total	53.4%	53.9%	54.0%
600-699 Level Courses	FY 2000	FY 2001	FY 2002
University Total 600-699 Hours	282,696	283,605	299,881
A&S 600-699 Hours	83,620	88,784	94,653
A&S % of Univ Total	29.6%	31.3%	31.6%
700-999 Level Courses	FY 2000	FY 2001	FY 2002
University Total 700-999 Hours	369,915	373,979	395,805
A&S 700-999 Hours	110,979	109,315	112,738
A&S % of Univ Total	30.0%	29.2%	28.5%

Data Source: University Registrar's Office, Course tracking table.

Arts and Sciences Faculty and Student Data

Table 5:

Number of University Awards Received: 1992-2002

	Distinguished University Professors	Distinguished University Service	Alumni Distinguished Teaching Award	Distinguished Scholar Awards
University Total Awards	14	17	103	78
A&S Awards	10	10	62	51
A&S % of Univ Total	71.4%	58.8%	60.2%	65.4%

Data Source: Office of Academic Affairs and Office of Research

Table 6:

Columbus Campus Regular College Faculty and Demographics

Number of Regular Faculty	Autumn 1999	Autumn 2000	Autumn 2001
University Total (All Colleges)	2,501	2,509	2,536
A&S Faculty	988	1,005	1,021
A&S % of Univ Total	39.5%	40.1%	40.3%

Number of Minority Faculty	FY 1999	FY 2000	FY 2001
University Minority Faculty Total	334	346	367
A&S Minority Faculty	133	137	144
A&S % of Univ Total	39.8%	39.6%	39.2%

Number of Female Faculty	FY 1999	FY 2000	FY 2001
University Total Female Faculty	607	626	662
A&S Female Faculty	259	276	279
A&S % of Univ Total	42.7%	44.1%	42.1%

Table 7:

Regular College Faculty, Columbus and Regional Campuses

Number of Regular Faculty	Autumn 1999	Autumn 2000	Autumn 2001
University Total (All Colleges)	2,693	2,708	2,739
A&S Faculty	1,119	1,143	1,163
A&S % of Univ Total	41.6%	42.2%	42.5%

Data Source Tables 6-7: Office of Academic Affairs Tenure Records Database

Definition: Minority refers to African American, Asians, Hispanics, and Native Americans.

Does not include Library or Extension faculty

NRC Program Rankings

(30 Total Programs)

Institution	# in Top 20
OSU	4
UCLA	26
Wisconsin	20
Michigan	19
Washington	15
Texas-Austin	14
Illinois	10
Minnesota	7
Arizona	7
Penn State	5

Ranked Programs:

Anthropology	English Language & Lit.	Neurosciences
Art history	French Language & Lit.	Oceanography
Astrophysics & Astronomy	Geography	Philosophy
Biochemistry & Molecular Biology	Geosciences	Physics
Cell & Developmental Biology	German Language & Lit.	Political Science
Chemistry	History	Psychology
Classics	Linguistics	Religion
Comparative Lit.	Mathematics	Sociology
Ecology, Evolution & Behavior	Molecular & General Genetics	Spanish & Portuguese Language & Lit.
Economics	Music	Statistics