Appendix A

Proposals Approved for Implementation by President Ray

DIVISIONAL ADMINISTRATIVE STRUCTURES

ADMINISTRATIVE SYSTEM GUIDELINES:

• Maximum of 4 levels of management
• Targeted minimum of 6 direct reports
• Move 75% of decision authority in Business Affairs and Human Resources to Business Centers
• Recover full costs for services provided to OUS and other external (to OSU) entities

ACADEMIC SYSTEM GUIDELINES:

• U/G degrees, options and/or minors must
  a) graduate min 20 students/yr – 3 yr avg.
  b) maintain min 4 FTE of professorial faculty
• Masters degrees and/or minors must
  a) graduate min 5 students/yr – 3 yr avg.
  b) maintain min 5 FTE of professorial faculty
• PhD degree and/or minors must
  a) graduate min 2 students/yr – 3 yr avg.
  b) maintain min 5 FTE of professorial faculty
• OSU academic structures must meet the following
  a) have a max of 5 sub-units / college
  b) include a min of 20 faculty / sub unit
• Minimum class sizes are as follows
  a) lower division 25
  b) upper division 15
  c) graduate 6 (eliminates bottom 25%)

RESEARCH GUIDELINES:
• Enforce the current 5 year systematic review of Centers, Institutes, and Programs to assess viability and alignment with OSU’s Strategic Plan
• Consolidate and coordinate major inter-departmental research core facilities support: Mass Spectrometry, Proteomics, Laboratory Animal Research, Imaging Center, and Nuclear Magnetic Resonance Centers
• Honor overhead rates of external organizations. However, overhead rate waivers approved only if subsidized at the college level, not OSU level

STUDENT SUCCESS RECOMMENDATIONS
Create an enhanced focus on Student Engagement and Success
• Ensure access to foundational academic courses
• Oversee orientation and retention programs
• Oversee academic support programs (e.g. tutoring, supplemental instruction)
• Coordinate small course learning experience
• Coordinate 1st year Student Advising
• Unit leader is a direct report to the Provost

ADMINISTRATIVE AND ACADEMIC SUPPORT UNIT COST SAVINGS:

<table>
<thead>
<tr>
<th>UNIT &amp; PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC AFFAIRS &amp; INTERNATIONAL PROGRAMS AND STUDENT AFFAIRS</strong></td>
</tr>
<tr>
<td>• OSU Press must become self-supporting</td>
</tr>
<tr>
<td>• Merge Associate Provost-IP position with INTO OSU Academic Program Director</td>
</tr>
<tr>
<td>• Focus IP on education and student programs; align research component of IP with Research Office</td>
</tr>
<tr>
<td>• Realign student success functions in Academic Success and Engagement for administrative efficiencies. Coordinate with NSPFO in Student Affairs</td>
</tr>
<tr>
<td>• Realign faculty development functions in Academic Affairs for administrative efficiencies</td>
</tr>
</tbody>
</table>

| **GRADUATE SCHOOL** |
| • Reduce monitoring functions and decentralize appropriate responsibility to academic units |

| **INFORMATION TECHNOLOGY** |
| Also see narrative on Pages 2-3. |
| • Fully recover costs for OUS support |
| • Reduce costs associated with enhanced classrooms by replacing MacPros with less expensive PCs and extending the refresh period from 3 to 4 years; where Macs are really needed, instructors would use laptops |
| • Reduce costs of replacing classrooms and lab computers by moving from 3 to 4 year replacement cycle; reevaluate after 2 cycles |
| • Reduce number of general purpose computer labs based on utilization; make Student Computing Facilities classrooms available for general use when not needed for classes |
| • Create a single administrative computing service core; consolidate academic computing functions into computing services core by bringing together dispersed units |
| • Simplify support environment by setting threshold for age/type of computers connected to the OSU network |
| • Require computer purchases to go through the BCSs leveraging discounted machine configurations negotiated for bulk purchases |
| • Consolidate general faculty storage services in a single storage area network available campus wide |
- Consolidate desktop support unit to achieve consistent support and economies of scale
- Move Central Web Development to Enterprise Computing
- Automate the course evaluation process

UNIVERSITY ADVANCEMENT
Also see narrative on Page 3.
- Create a core service center for technical marketing assets at the university level that includes technical resources associated with videography, photography, technical writing, graphic design, web development, as well as the outsourcing management for these types of services

FINANCE & ADMINISTRATION
- Complete business center implementation, including restructuring of central human services, business services and purchasing functions
- Consolidate events functions across the University with Conferences & Special Events
- Create dual reporting line to F&A for: University Housing and Dining, Telecommunications, Network Services

PRESIDENT’S OFFICE
- Organize all diversity efforts under two structures: Student Diversity (coordinated through Student Affairs) and Institutional Diversity (coordinated through Academic Affairs)
- Consolidate admin support for WAGE and Community & Diversity
- Reduce subsidy to Athletics by 15%
- Reduce subsidy to Alumni Relations by 15%

OUTREACH & ENGAGEMENT
- Align and restructure support functions in the OSU Extension Service and ECampus, including Department of Extension and Experiment Station Communication

OTHER
- Consolidate machine shops

ACADEMIC PROGRAM ELIMINATION AND/OR CONSOLIDATION

<table>
<thead>
<tr>
<th>Degree</th>
<th>Level</th>
<th>(B, M, or D)*</th>
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</thead>
<tbody>
<tr>
<td><strong>COLLEGE OF AGRICULTURAL SCIENCES</strong></td>
<td></td>
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<tr>
<td>Environmental Economics, Policy and Management (Alternative degrees available, e.g. Agricultural Business Management, Economics, Political Science, Environmental Science)</td>
<td>B</td>
<td></td>
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<tr>
<td>Genetics (Consolidate with MCB)</td>
<td>M, D</td>
<td></td>
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<tr>
<td>Poultry Science</td>
<td>M, D</td>
<td></td>
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<tr>
<td>Streamline scope of Agriculture Programs at EOU (College in process of assessing all its educational programs)</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE OF EDUCATION</strong></td>
<td></td>
<td>Double Degree Option Available</td>
</tr>
<tr>
<td>Business education</td>
<td>MAT</td>
<td></td>
</tr>
<tr>
<td>Family &amp; Consumer Science Education (currently being restructured; see HHS)</td>
<td>MAT</td>
<td></td>
</tr>
<tr>
<td>French Education</td>
<td>MAT</td>
<td></td>
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<tr>
<td>German Education</td>
<td>MAT</td>
<td></td>
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<tr>
<td>Language Arts Education</td>
<td>MAT</td>
<td></td>
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<tr>
<td>Marketing Education</td>
<td>MAT</td>
<td></td>
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<tr>
<td>Health Education</td>
<td>MAT</td>
<td></td>
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<tr>
<td>Physical Education</td>
<td>MAT</td>
<td></td>
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<tr>
<td>Technology Education</td>
<td>MAT</td>
<td></td>
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<tr>
<td>COLLEGE OF ENGINEERING</td>
<td></td>
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<td>------------------------</td>
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<tr>
<td>Engineering Physics</td>
<td>B</td>
<td></td>
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<tr>
<td>Ocean Engineering</td>
<td>M</td>
<td></td>
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<tr>
<td>Radiation Health Physics</td>
<td>B</td>
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<thead>
<tr>
<th>COLLEGE OF FORESTRY</th>
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<tbody>
<tr>
<td>Recreation Resource Management (restructure/reorient existing degree)</td>
<td>B</td>
</tr>
<tr>
<td>Forest Products (Alternative graduate degrees available in Wood Science and Engineering)</td>
<td>M</td>
</tr>
<tr>
<td>Wood Science and Technology (restructure/reorient existing degree)</td>
<td>B</td>
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<table>
<thead>
<tr>
<th>COLLEGE OF HEALTH &amp; HUMAN SCIENCES</th>
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<tbody>
<tr>
<td>Housing Studies (Consolidate with Interior Design)</td>
<td>B</td>
</tr>
<tr>
<td>Foods and Nutrition</td>
<td>B</td>
</tr>
<tr>
<td>Human Performance and Movement in Disability (Consolidate with MAT degree in Family &amp; Consumer Science Education degree with a focus on Adaptive Physical Education)</td>
<td>M, D</td>
</tr>
<tr>
<td>Environmental Health/Safety (Alternative degrees available, e.g. Health Management and Policy)</td>
<td>B, M</td>
</tr>
<tr>
<td>Environmental Health Management (Alternative degrees available, e.g. Health Management and Policy)</td>
<td>M</td>
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<tr>
<td>Health and Safety Administration</td>
<td>M</td>
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<table>
<thead>
<tr>
<th>COLLEGE OF LIBERAL ARTS</th>
<th></th>
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<tbody>
<tr>
<td>American Studies</td>
<td>B</td>
</tr>
<tr>
<td>Foreign Languages: Refocus to be really good in no more than 2 languages; offer an additional 2-3 languages; move remaining to a self-sustaining model or eliminate</td>
<td>B</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>COLLEGE OF OCEANIC &amp; ATMOSPHERIC SCIENCES</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Geophysics (duplication with Geosciences in College of Science)</td>
<td>M</td>
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<table>
<thead>
<tr>
<th>COLLEGE OF SCIENCE</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Applied Physics</td>
<td>M</td>
</tr>
<tr>
<td>Computational Physics</td>
<td>B</td>
</tr>
<tr>
<td>Earth Science (Eliminate or restructure in collaboration with COAS)</td>
<td>B</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>B</td>
</tr>
<tr>
<td>Operations Research (move appropriate coursework to MIME in Engineering)</td>
<td>M</td>
</tr>
<tr>
<td>Water Conflict Management &amp; Transformation</td>
<td>M</td>
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<table>
<thead>
<tr>
<th>MINORS (Fall term 2008 enrollment)</th>
<th></th>
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<tbody>
<tr>
<td>(Eliminate if degree eliminated (e.g. Applied Physics) or move to eCampus delivery)</td>
<td>U/G or G</td>
</tr>
<tr>
<td>Actuarial Science</td>
<td>U</td>
</tr>
<tr>
<td>Air and Space Studies</td>
<td>U</td>
</tr>
<tr>
<td>Applied Physics</td>
<td>G</td>
</tr>
<tr>
<td>Computational Physics</td>
<td>U</td>
</tr>
<tr>
<td>Cultural/Historical Aspects of Near Environment</td>
<td>U</td>
</tr>
<tr>
<td>International Agricultural Development</td>
<td>U, G</td>
</tr>
<tr>
<td>Irrigation Engineering</td>
<td>U</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>U</td>
</tr>
<tr>
<td>Ocean Engineering</td>
<td>G</td>
</tr>
<tr>
<td>Regional Studies</td>
<td>U</td>
</tr>
<tr>
<td>Telemedia</td>
<td>U</td>
</tr>
</tbody>
</table>
Some context on revenue and expense growth over the last 11 years

Figure 1: Corvallis E&G revenue and expense growth (including net transfer out expenses). When we talk about budget cuts we are usually talking about slowing expense growth not reducing total overall spending year over year.

Figure 2: The year-over-year rates of growth of revenue, expense (here direct expense without transfers), and enrollment illustrate the pressures on the net budget position. The odd large rate increases in expenses in FY11 and FY12 were due to spending Federal stimulus funds.
Bits and pieces of some examples of prioritization exercises in higher education:

**Oregon State University** (the link to strategic goals and priorities)

**Strategic Alignment and Budget Reduction Implementation Plan for 2009-2011**
8 October 2009

Design and implementation plans for all units will be guided by the same overarching principles used by the Advisory Council on Budget and Strategic Priorities at the university level: maximize student learning and success and minimize impact of budget reductions on progress towards graduation, maximize faculty recruitment and retention to advance students’ success and our signature areas of distinction, and use the Strategic Plan as a guide to current and future opportunities.

**University of Nebraska** (specific criteria for prioritization scoring) 2000

I. Centrality to roles and missions and strategic plans of the University and the campus

II. Need and Demand, internal to the university, as well as external demand as can be demonstrated in the state, regional, national, and international markets.

III. Quality and Outcomes of Teaching/learning

IV. Quality and Outcomes of Research/Creative Activity

V. Quality and Outcomes of Service to the Public and University

VI. Human, Fiscal and Physical Resources

VII. Impact (educational, economic, social, and cultural benefits of the program impact on the campus, the University, Nebraska and society at large)

VIII. Cooperation and Partnership with Other Programs (both academic partnerships and partnerships with business/industry/service agencies)

IX. Other Unique Dimensions of Program
Montana University System, October 2016 (examples of specific issues and criteria)

This is from a presentation and discussion lead by Robert C. Dickeson, Academic Strategy Partners, for the Montana University System [http://www.umt.edu/provost/communications/docsimx/Dickeson.pdf](http://www.umt.edu/provost/communications/docsimx/Dickeson.pdf)

Most efforts to reduce costs have been to:
- Focus on the non-academic side
- Defer physical plant maintenance
- Ignore academics as too politically volatile
- Make cuts across-the-board
- Make fortuitous cuts

The inescapable truth is not all academic programs are created equal—a large portion of institutional resources in academic programs:
- Some are more efficient
- Some are more effective
- Some are more central to mission

Academic prioritization criteria might include:
1. History, Development & Expectations of the Program
2. External Demand
3. Internal Demand
4. Quality of Inputs & Processes
5. Quality of Outcomes
6. Size, Scope & Productivity
7. Revenue and Other Resources Generated
8. Costs and Other Expenses
9. Impact, Justification & Overall Essentiality
10. Opportunity Analysis

Prioritizing Non-Academic Programs can yield expense reductions through:
1. Opportunities for cost savings & cost sharing should be explored.
2. Outsourcing non-mission critical functions may be cost effective.
3. Middle management bulge is unsustainable.
4. Technological improvements may yield savings.
5. Process streamlining can save time and money.
6. Sources of hidden costs should be explored.
7. Restructuring/Collaboration can improve efficiencies.

Prioritization criteria for non-academic programs and services might include:
1. Key objectives and how they are measured.
2. Services provided and to which customers, internal and external.
4. Unmet needs and demands.
5. Opportunities for collaboration and restructuring.
6. Opportunities to share skill sets and resources.
7. Opportunities for cross-training.
8. Technological improvements that are cost effective.
10. Outsourcing exploration to improve service and cut costs.
Academic "Programs" evaluated in three phases:

- Sub-degree Program Components (159 programs)
- Degree programs (135 programs)
- Departments (45 programs)

Some of the data for academic units:

Quantitative:
- Average number all graduates
- Annual graduates per year per $100K of instructional cost
- Annual graduates per year per tenured/tenure-track faculty FTE
- Annual graduates per enrolled student
- Average credits at graduation (baccalaureate native students only)
- Instructional cost per student credit hour (SCH) as a % of peers (using Delaware Study)
- Average time to degree & program attrition (doctoral degrees only)
- Junior-senior headcount enrollment
- Enrollment for graduate programs

Qualitative:
- Alumni Survey - preparation for work and further education
- Alumni Survey - contribution of department/major to civic engagement
- Student Survey Data
- Graduating Student Survey - satisfaction with program
- Graduating Student Survey - perceived quality of faculty

These were scored using faculty teams from other colleges and then arranged in quintiles with a focus on the lowest quintile programs.

Administrative and support units

Step 1: identify units and programs

Step 2: units responded to a questionnaire:

Criterion 1: Relevance
- Alignment with University's mission & strategic plan.
- Essentiality of function, e.g. required for compliance? .

Criterion 2: Quality
- How are quality and effectiveness assessed?
- Evidence of quality and effectiveness?

Criterion 3: Efficiency
- Benchmark data re: resources used
- Operations that generate revenue or result in cost savings

Criterion 4: Productivity
- How is the program's impact measured?
- Evidence re: work volume
- Evidence re: impact
Step 3: Scoring, ranking, decisions

Scoring by Team in Each Division (often leadership)
- Typically included representation from other divisions

At-length, honest discussion by Team:
- Substantial context because expertise in room
- Often evolved to changes to organizational structure
- Everyone knows your business: Difficult to manipulate scoring

Result: rank programs, establish quintiles, develop action plans
Resources reallocated within divisions, not among them
Final decision by division Vice President
Report to President and other VPs

Key points in Methodology:
Decentralized responsibility:
- No Giant Committee: Instead those responsible for implementing actions (Deans and VPs) made final decisions
- Scoring, ranking, & decisions by those who understand context
- Departments/units typically decided what actions to take
- Result:
  - Honest ranking of programs and discussion of issues instead of gaming system
  - Focus on improvement
  - Changes to organizational structure
  - Substantial ownership of, and buy-in to, the process

Decentralized resource reallocation in Admin/Support
- No threat to division
- Strategic decisions about resource allocation

Avoided non-substantive changes
- Easy-to-sacrifice programs off the table (e.g., emphases and minors)
- Hard and fast 20% per college or division : substantive action required

Did not focus on "look how much $$ we saved!!!"
- Too easy to game it; too difficult to measure with accuracy

Flexibility and adaptability, e.g.,

Broad participation in nuts and bolts
- Metrics for academics initially developed in workshop of Department Chairs
- Feedback on metrics and process from Faculty Senate, Chairs, and Deans
- Faculty teams scored Quality/Relevance essays and Program Assessment Plans
- Leadership teams did scoring within each division
- Administrative & Support units developed relevant metrics

Lots of communication, especially to groups
- Announcement by President during fall address
- Presentations to all Admin/Support divisions and many units
- Presentations to Faculty Senate, Dept Chairs, Deans
- Open question/answer sessions
- Website with all materials