UNIVERSITY SENATE

November 7, 2016

Minutes

The University Senate was called to order at 3:35 p.m., in Room 102, Benton Hall, Oxford Campus, on Monday, November 7, 2016. Members absent: Kenya Ash, Wladek Betkowski, Scott Brown, Ifeolu Claytor, Maria Cronley, Othello Harris, Yvette Harris, Andrew Hebard, Janice Kinghorn, Colin McDonough, Owen Palmer, Gaile Pohlhaus, Mark Pontious, Stephen Quaye, Maggie Reilly, Valerie Ubbes, Ricardo Ugas, Olivia Vandervoort, and Michelle Veite.

Call to Order and Announcements

1) Announcements and Remarks by the Chair of University Senate, Phyllis Callahan
   a) A reminder was sent on November 7, 2016 to all faculty who have not completed the faculty survey (HERI). Those who have not received the survey are asked to contact Denise Krallman, Director, Institutional Research.

Approval of University Senate Minutes

2) A motion was received, seconded, and carried to approve the October 24, 2016, minutes of University Senate. A correction was noted regarding a senator's attendance.

Consent Calendar

3) The following items were received on the Consent Calendar without debate:
   a) Curriculum items dated November 7, 2016
   b) Council on Diversity and Inclusion Minutes – September 28, 2016
   c) Benefit Committee Minutes – September 14, 2016
   d) Proposed revision to Student Handbook 1.5.C-D: Procedures for Reporting and Adjudicating Cases of Academic Dishonesty
   e) Revision to MUPIM 5.5 and Handbook 1.7.B: Student Complaints about the Quality of Instructions and Academic Grievance
   f) Proposal to Revise Graduation Requirements for Associate and Bachelor's Degrees

Special Reports

4) Budget Report, Phyllis Callahan, Chair, University Senate and David Creamer, V.P for Finance and Business Services

   See Attachment A1 for the presentation and notes.

University Senate

Budget Symposium

November 7, 2016

Phyllis Callahan, Provost
and
David Creamer, Senior Vice – President

1

General Budget Overview

2

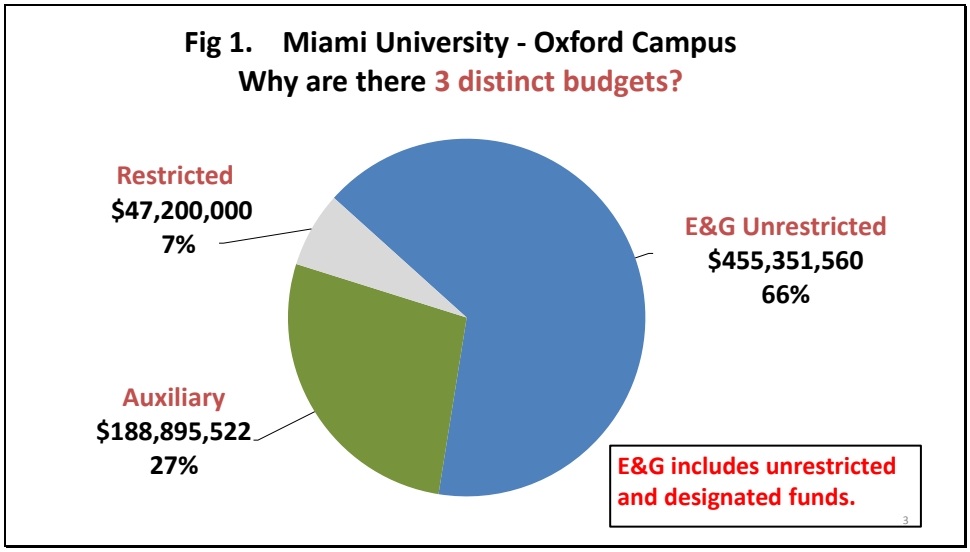


Fig 1. There are 3 distinct budgets: General Operating (E&G Unrestricted); Restricted; and, Auxiliary

•**Education and General (E&G) Operating Budget**: includes unrestricted as well as designated funds, i.e. course/program fees that are retained by the department or program, e.g. lab or art fees.

•**Auxiliary Budget**: Business operations, which includes residence and dining halls and Intercollegiate Athletics. They generate their own revenue and/or may receive general fee support and they must plan how to manage the use and costs of their facilities.

•**Restricted**: these funds include sponsored grants, endowments, and other funds that are restricted by the donor or grantor.

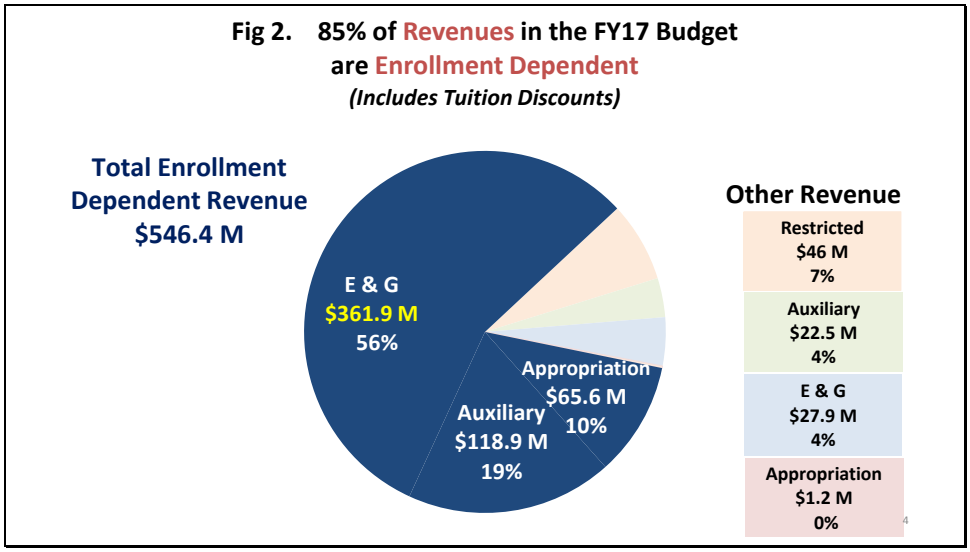


Fig 2. Miami is fairly unique in that 85% of our revenues are enrollment dependent, which drives sources of funding.

E&G	$361.9 M	56%
Auxiliaries	$118.9M	19%
State Appropriation*	$ 65.6M	10%
TOTAL	$546.4M	85%

**The state appropriation is determined by a formula that takes our enrollment and graduations into account.*

Only 1 or 2 other public institutions have a greater dependence on enrollment. Even many private colleges and universities are less enrollment dependent than Miami.

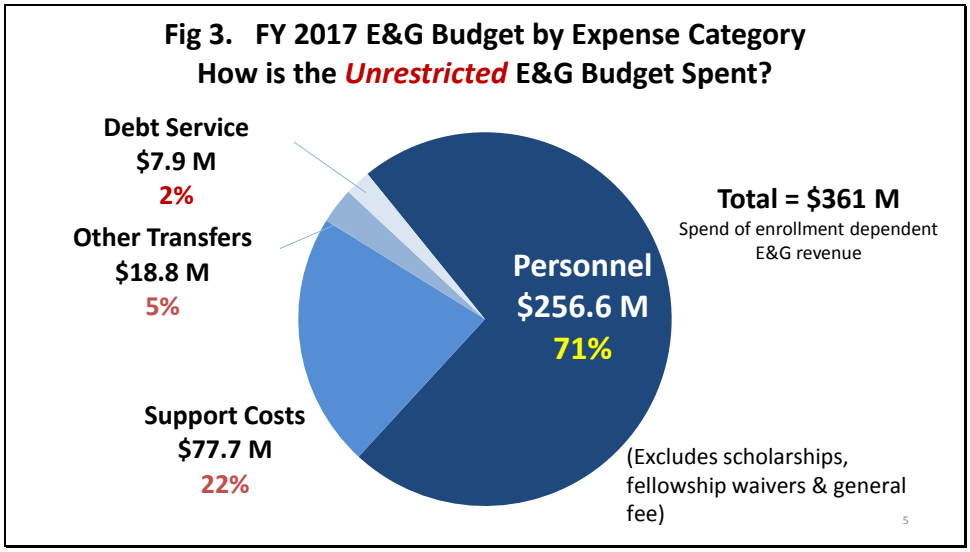


Fig 3. Another important characteristic of our unrestricted E&G budget is that we are highly human resource driven - a large portion of our expenses (71%) are in personnel costs, i.e. salary and benefits. Anything that is done to improve compensation drives the University's budget.

NB: Scholarships, which are not shown in this figure, are another major driver of spending.

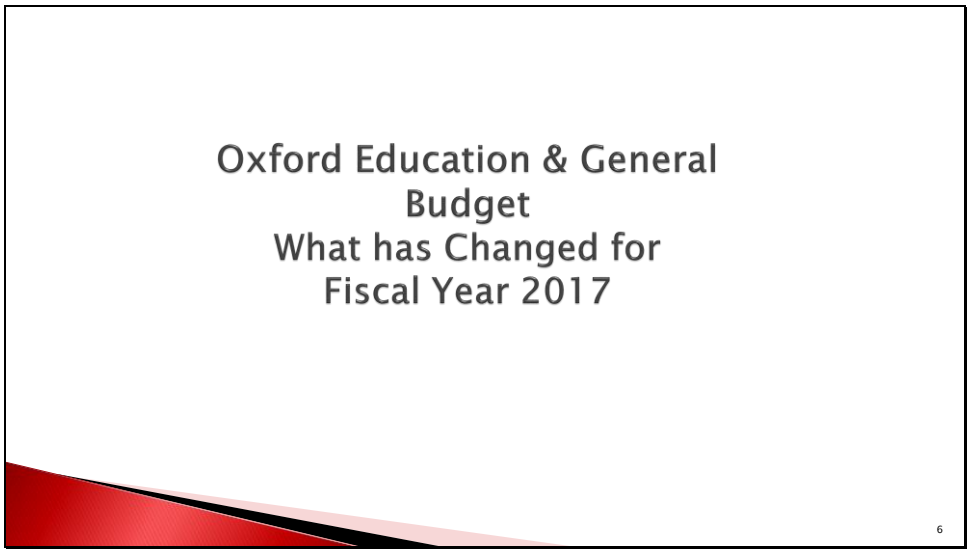


Table 1. FY2017 Key Budget Assumptions
Oxford Campus

	Budget / Actual
Fall Class – First Time Students	3,700 / 3,799
Enrollment Mix - Non-Resident (first year)	45 % / 44 %
Tuition Increase – Undergraduate & Graduate Resident	0 %
Tuition Increase – Undergraduate & Graduate Non Resident	2 %
Tuition Increase – Tuition Promise Resident	2.9 %
Tuition Increase – Tuition Promise Non Resident	4.9 %
State Share of Instruction - Change from FY16 Actuals	8.6 %
Salary Increment Pool	3 %
Strategic Priorities Initiatives	
New Revenue	$6,734,435
Productivity Improvements	($2,635,199)

Table 1: The Board of Trustees approved the ***projected budget*** [denoted Budget in blue text on lines 1 & 2] in June 2016. The actual budget is shown in black text (lines 1 & 2).

For the second year in a row, there was not a tuition increase for Ohio residents (line 3), but there was a 2% increase for non-residents (line 4). Also, this is the first year for the Tuition Promise, so tuition did increase by 2.9% for first-year students who are Ohio residents and by 4.9% increase for non-residents. The reason for the difference in the rate increase for resident students versus non-resident students is that the tuition freeze was assumed in setting the initial Tuition Promise rate for Ohio residents. This rate is locked for 4 years starting in AY 2016-17.

The State Share of Instruction had its largest increase in several years and the Oxford Campus had a disproportionate share in the proposed gain from the state, which was 4% overall in the state.

In addition to the salary increment pool of 3%, there was an additional 1% market adjustment awarded to faculty.

Table 2. FY 2017 Program Improvements

Oxford Unrestricted E & G Budget

Commitments:		
Salary & Benefit Commitments	$	11,235,056
New Investments:		
New Academic Investments	$	3,508,759
Regulatory, Communications & IT Security	$	624,360
Sexual Assault & Crisis Services Student Investments	$	559,377
Student Financial Aid	*$*	*14,100,000*
FY17 Program Improvements	**$**	**30,027,552**

8

Table 2: This is how the program improvements portion of the E&G budget were spent. There were additional salary demands beyond the normal increment, market adjustments, and promotion increases for faculty because we needed to meet FLSA requirements. Those new requirements have necessitated adjustments in overtime compensation for the University to be in compliance.

Table 3. Revenue Growth Necessary for Sustaining Annual Spending Increase (Including Financial Aid) of $30.5 Million

Unrestricted E & G Revenue Source	Growth Needed to Exclusively Fund
Tuition Increase	7.35% Increase
State Appropriation Increase	46.1% Increase
New Endowment	$677.8 M in New Endowment

9

Table 3. This represents what it would take to cover the additional spending increase of $30.5 M. We do not anticipate any of these occurring.

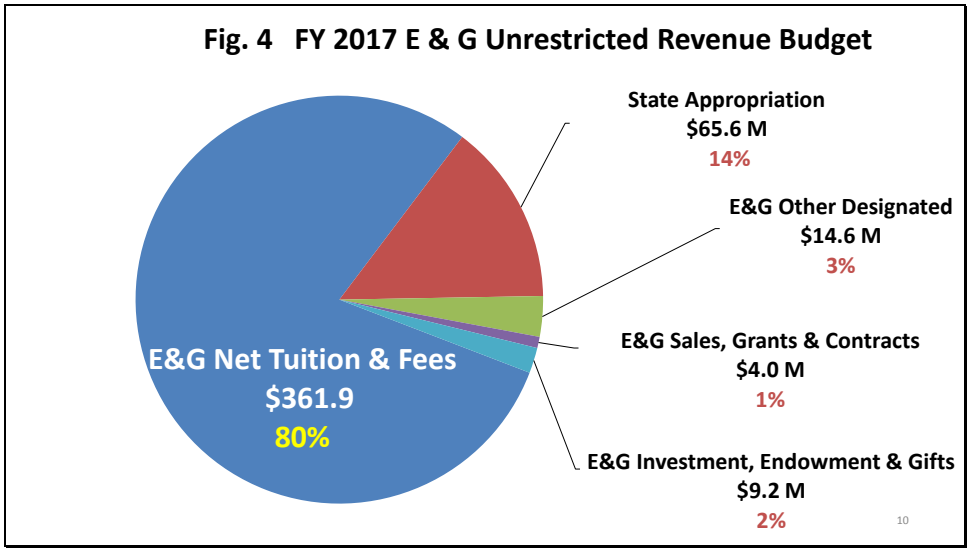


Fig 4. Within the Unrestricted area of the Education and General (E&G) Fund, 80% comes from tuition and fees. The remaining 20% come from other sources that are relatively minor except for the state appropriation.

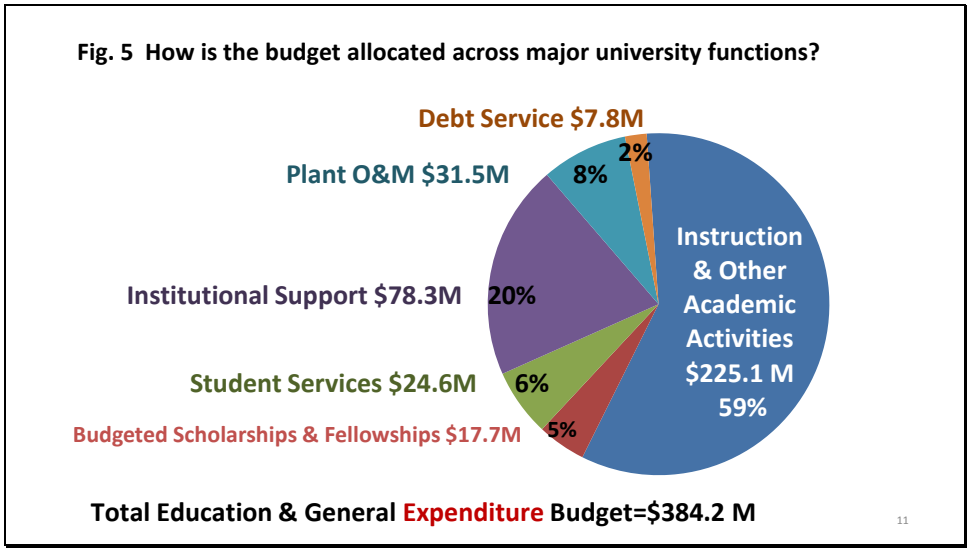


Fig 5. The expenditures from the E&G budget. The majority of the expenditure (59%) is for instruction and other academic activities (blue portion of the pie chart). The debt service charged to the E&G portion of the budget is $7.8M. The total annual debt service is approximately $52M, but most of that is charged to auxiliary budgets, primarily from room and board (remember auxiliaries generate their own revenue and they must plan how to manage the use and costs of those facilities).

Table 4. FY 2017 Divisional Budgets

Revenue/Expense Description	College of Arts & Science	College of Education, Health & Society	Farmer School of Business	College of Engineering & Computing	College of Creative Arts	Total Oxford
Total Revenue Sources	$ 169,713,123	$ 47,262,659	$ 70,132,993	$ 22,927,271	$ 21,094,612	$ 331,130,659
Total Expenses and Transfers	$ 163,959,064	$ 43,814,570	$ 65,148,523	$ 19,182,470	$ 25,487,261	$ 317,591,888
Balance Before Subvention	$ 5,754,060	$ 3,448,089	$ 4,984,470	$ 3,744,801	$ (4,392,649)	$ 13,538,771
Subvention	$ (2,983,044)	$ (839,248)	$ (959,220)	$ -	$ 4,781,513	$ 0
Ending Balance After Subvention	$ 2,771,016	$ 2,608,841	$ 4,025,250	$ 3,744,801	$ 388,864	$ 13,538,771

12

Table 4. Following our RCM model, the non-committed budgetary spending, i.e. the "Ending Balance After Subvention" is distributed to each of the five academic divisions as shown. Subvention is held constant and covers the added cost of teaching in CCA.

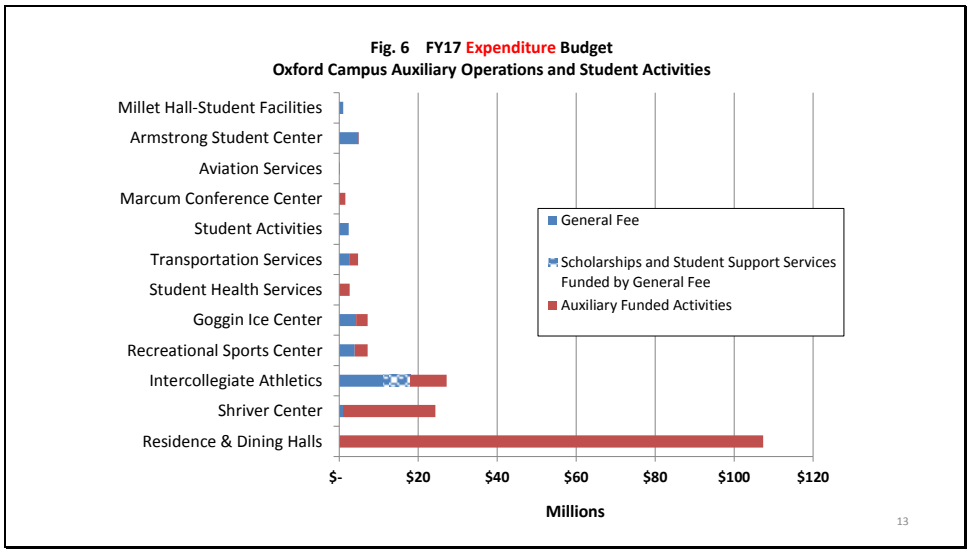


Fig 6. Tuition includes an instructional fee and a general fee (blue bar). The general fee covers the cost of student-related activities, including Intercollegiate Athletics. Intercollegiate Athletics is the largest beneficiary of the non-scholarship portion of the general fee and they also generate their own revenue sources as do the auxiliaries (red bars).

NB: A portion of the general fee that is allocated to ICA is to fund scholarships (blue hatched bar). No general fee is allocated to the residence and dining halls. All of their revenue is from room and board fees or sales and services.

Table 5. Residence and Dining Halls
Net Increase for Fiscal Year
Fiscal Year 2016 - 2009

	FY16	FY15	FY14	FY13	FY12	FY11	FY10	FY09
Revenues	99,675,905	95,379,311	88,831,459	81,287,838	78,756,210	76,033,181	73,504,118	68,559,447
Expenses								
Salaries & Benefits	20,457,009	19,779,250	19,282,892	19,143,162	20,522,868	21,083,130	26,154,177	29,185,462
Operating Expenses and Food Purchases	39,857,601	37,262,741	34,963,967	31,912,746	32,959,940	31,815,715	26,335,723	27,819,033
Total Expenses	60,314,610	57,041,991	54,246,859	51,055,908	53,482,808	52,898,845	52,489,900	57,004,495
Net Income Before Debt Service and Transfers	39,361,294	38,337,320	34,584,600	30,231,930	25,273,402	23,134,336	21,014,218	11,554,952
Befort Debt Service and Transfers								
Debt Service and Transfers								
Debt Service	(33,873,421)	(30,866,290)	(22,303,542)	(19,882,993)	(11,906,810)	(5,816,005)	(3,760,628)	(3,796,186)
Transfers for Future Capital Projects	(5,487,287)	(7,463,613)	(11,845,020)	(10,305,050)	(13,339,934)	(17,216,813)	(17,089,500)	(7,708,962)
Total Facility Investment	(39,360,708)	(38,329,903)	(34,148,562)	(30,188,043)	(25,246,744)	(23,032,818)	(20,850,128)	(11,505,148)
Net Increase in fund balance for fiscal Year	586	7,417	436,038	43,887	26,658	101,518	164,090	49,804

Preliminary and Unaudited

Table 5. The debt service for Residence and Dining halls has increased from FY 2009 ($3.796M) to FY 2016 ($33.873M). They have made adjustments in spending to offset this increased debt. The housing and dining master plan is 65% complete. Excluding Heritage Commons Housing, the average age of housing facilities was 61 years when the plan was initiated in 2010. To update our facilities, the cost estimate was originally $900M, but we were able to reduce that to $700M -$750M. We can only meet this need through new debt.

Table 6. Unrestricted Net Position

Summary

	FY2016	FY2015	Change
Central Funds	(201,047,239)	(191,858,921)	(9,188,318)
Academic Affairs	163,490,661	137,523,593	25,967,068
Administrative Units	30,702,598	27,538,865	3,163,733
Auxiliary Enterprises	95,050,505	109,827,563	(14,777,059)
Quasi-Endowments	86,037,700	74,891,377	11,146,323
Capital Projects Funded But Not Expended	79,083,876	52,791,669	26,292,207
Total Unrestricted Net Position	**253,318,100**	**210,714,146**	**42,603,955**

Preliminary and Unaudited

Table 6. The unrestricted net position is sometimes referred to as 'reserves.' There are two primary areas: Academic Affairs and Capital Projects.

NB: There are projects that are planned and dollars that have been allocated to those capital projects, but the money has not been spent yet (line 6 in the table).

Table 7 – Unrestricted Net Position

		Preliminary & Unaudited	
Miami University			
Unrestricted Net Position			
Central Funds			
	FY2016	FY2015	Change
Unallocated Fund Balance	$5,365,265	$3,908,946	$1,456,319
Reserve for Future Budgets	12,744,512	12,744,512	0
Reserve for Investment Fluctuations	14,879,475	23,874,823	(8,995,348)
Reserve for Health Care Stabilization	15,000,000	15,000,000	0
Reserve for Financial Aid	6,735,262	6,485,129	250,133
Renewals and Replacement Funds (Not Committed)	8,001,205	10,035,313	(2,034,109)
Encumbrances/Purchase Orders for Prior Years	3,994,395	3,559,330	435,065
Miscellaneous Reserves	1,547,953	1,547,953	0
Central Carryforward and Designated Funds	8,793,289	7,140,021	1,653,268
Subtotal Central Funds	77,061,356	84,296,028	(7,234,672)
Ohio Pension Liability	(278,108,595)	(276,154,949)	(1,953,646)
Total Central Funds (deficit)	**($201,047,239)**	**($191,858,921)**	**($9,188,318)**

Ohio Pension Liability represents Miami's contribution to cover STRS and PERS pension funds that are not currently fully funded by the state system. Accounting standards require that the liability be shared proportionally by all schools that participate in the plan. This amount does not include any shortfall in healthcare. A 30-year window is what is expected to be funded when calculating the amount needed to fund future demands on the retirement systems. Please note: STRS and PERS primarily offer *defined benefit plans*.

This does not apply to the ARP, which is a *defined contribution plan* – once the employer contributes, their responsibility is met.

General Assembly directed the retirement systems to achieve certain goals because the retirement system in OH faces a similar situation that Social Security faces nationally, i.e. a likely short fall in the funds needed to meet the benefits expected.

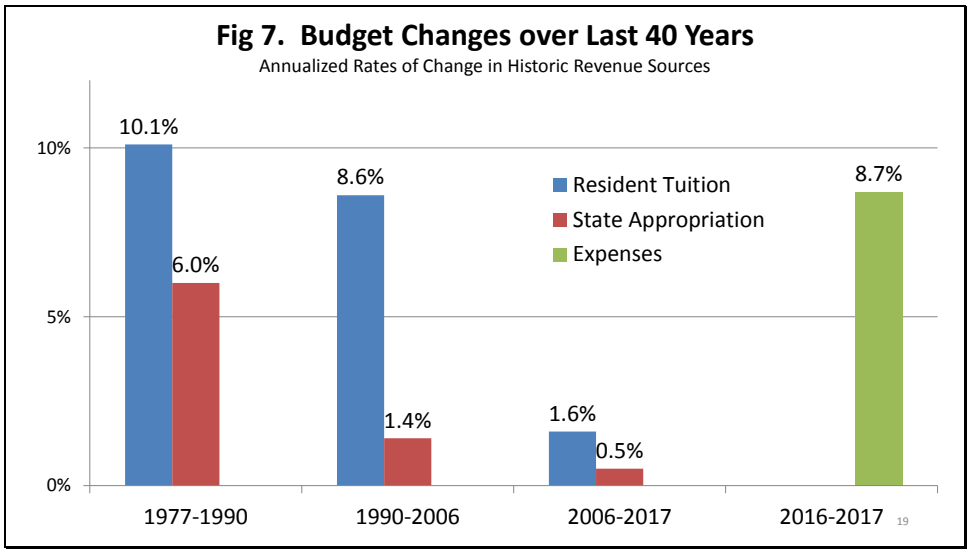


Fig 7. The *annualized* rate of change in tuition between 1977-1990 was slightly more than 10% and the state appropriation increased by 6%. Between 1990-2006, the annualized rate of tuition increases was 8.6% while state appropriation was only 1.4% - a reduction from the previous period. Between 2006-2017, tuition has only increased by 1.6% on an annualized basis and the state subsidy only increased by 0.5%. At the same time, our annual expenses for just one year increased by 8.7%. This creates a challenging environment.

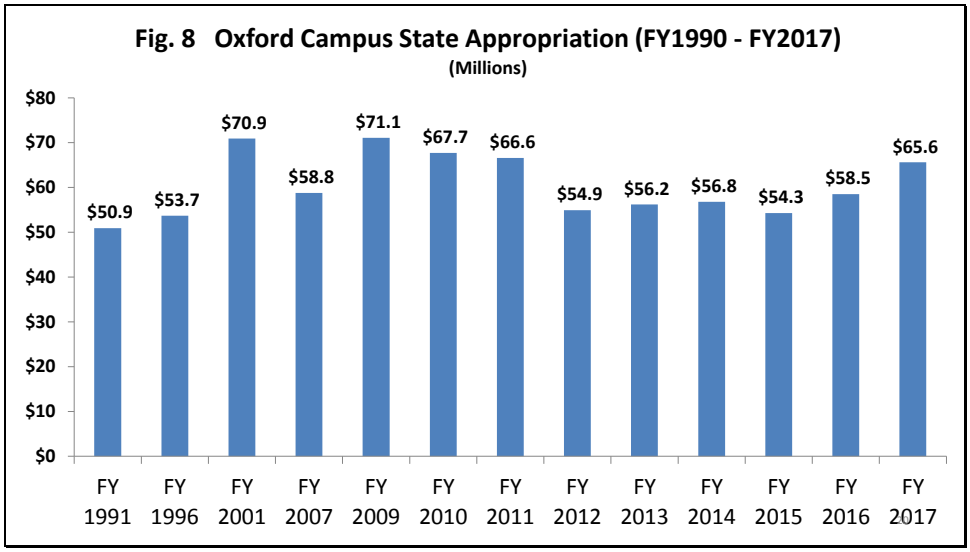


Fig 8. There has been fluctuations in the state appropriation. While recently increased (at the same time tuition was held frozen), we expect, given the historic data, that the subsidy will continue to experience significant volatility in the future.

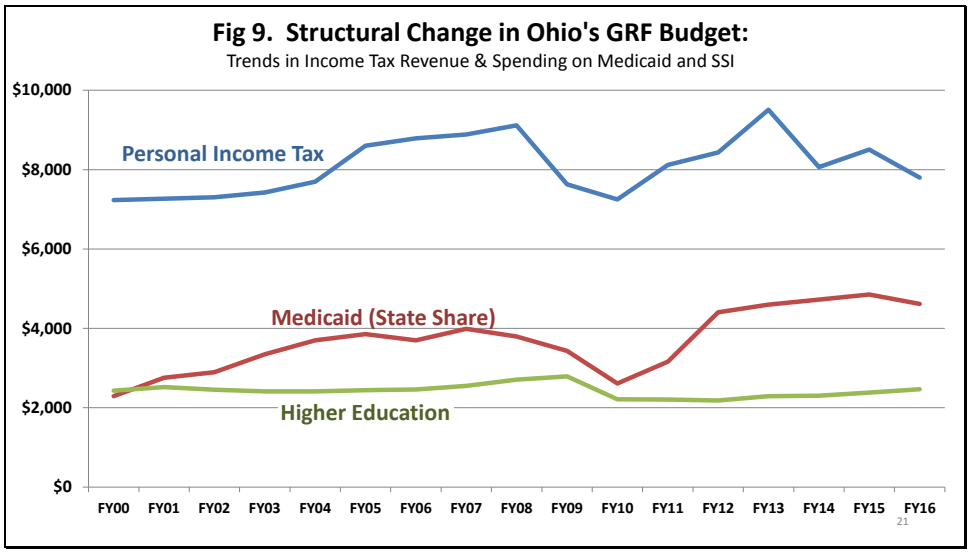


Fig 9. There is a downward trend in the revenues generated from personal income tax and finding new revenue sources is challenging. At the same time, the Governor is asking for a 10% reduction plan for the next budget while the state's share of Medicaid costs increase. These trends historically have led to decreased spending appropriations for higher education.

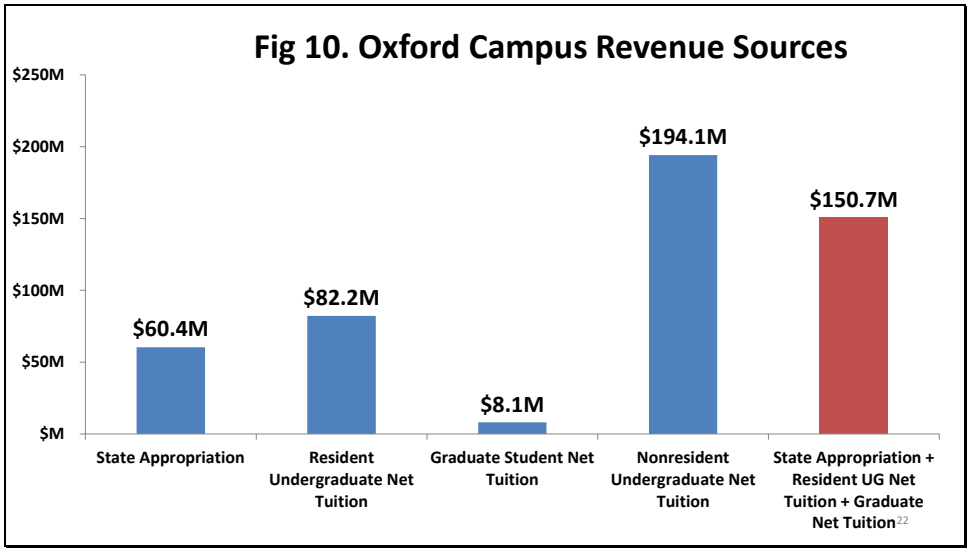


Fig 10. The tuition generated from non-residents is a significant revenue source. In fact, the net tuition revenue from non-resident students ($194.1M – fourth blue bar) is greater than the combined net revenue ($150.7M – red bar) from the other sources, i.e. state appropriation ($60.4M) + Resident UG Net Tuition ($82.2M) + Graduate Net Tuition ($8.1M) = $150.7M. Our more national and international recruitment strategies have helped improve the budget, while also increasing the quality and the diversity of our class.

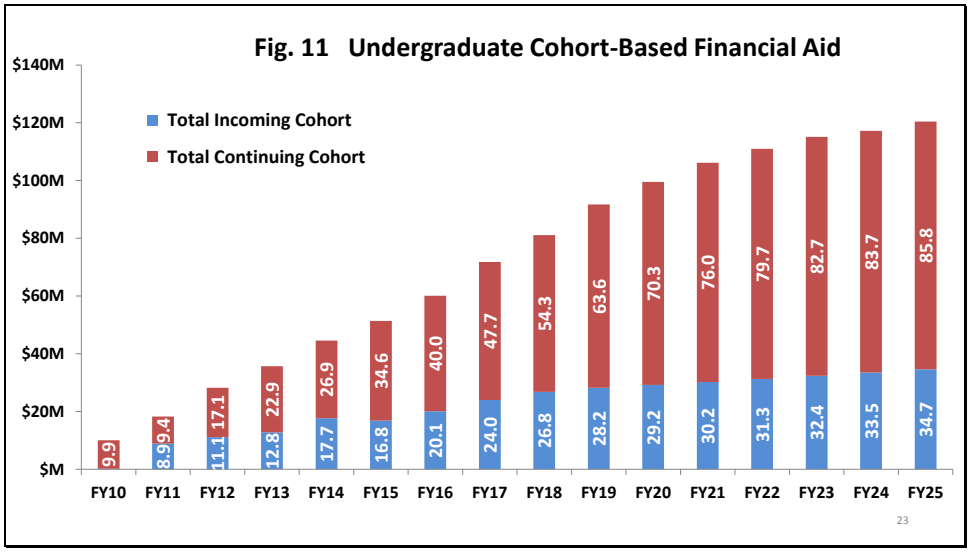


Fig. 11. The commitment of financial aid that is offered each year is only ¼ of the cost of a 4-year class, so we track the costs associated with the incoming class (blue portion of the bar) and the portion we need to cover the entire 4 years of financial aid (red portion of the bars). Miami does not reduce the amount of financial aid a student is offered when admitted unless, criteria set by that award are not met, e.g. maintaining a certain GPA. Additionally, with the implementation of the Tuition Promise, students know their tuition and fees will not change over a 4-year period. As we see more pressure to attract talented students, we will need to continue to provide financial aid.

It is also important to remember that the state has disinvested financial aid.

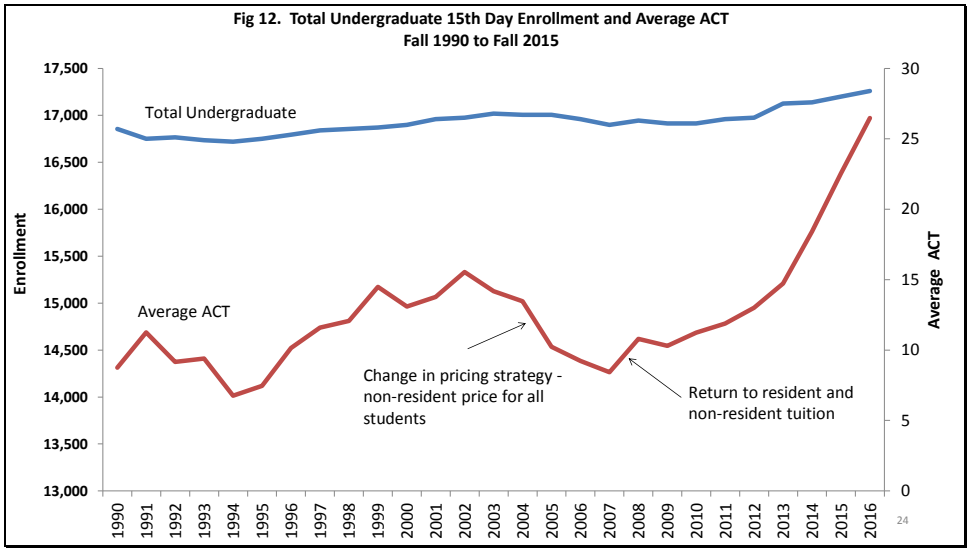


Fig 12. illustrates enrollment changes over time. Miami has grown the size, quality, and diversity of our incoming classes. We believe Oxford has reached capacity for growth.

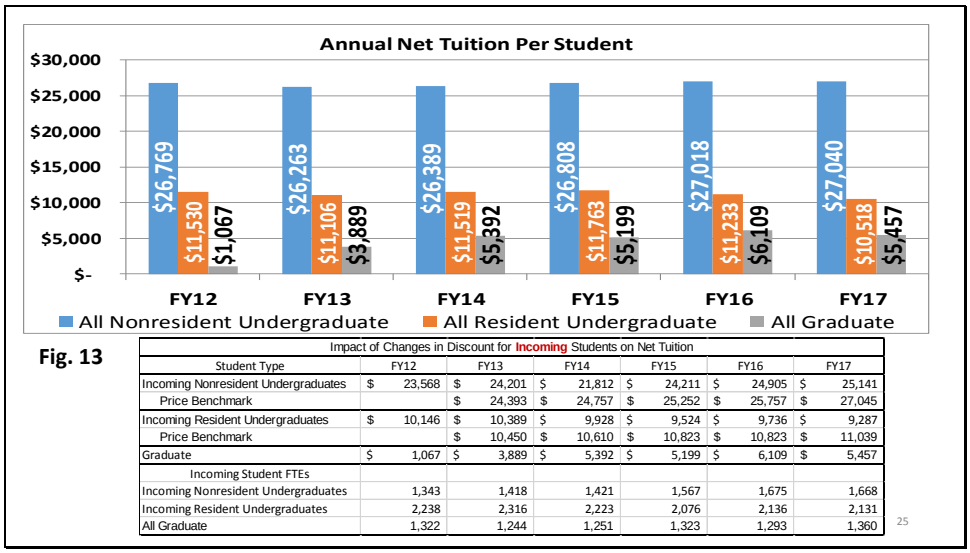


Fig. 13

Impact of Changes in Discount for **Incoming** Students on Net Tuition

Student Type	FY12	FY13	FY14	FY15	FY16	FY17
Incoming Nonresident Undergraduates	$ 23,568	$ 24,201	$ 21,812	$ 24,211	$ 24,905	$ 25,141
Price Benchmark		$ 24,393	$ 24,757	$ 25,252	$ 25,757	$ 27,045
Incoming Resident Undergraduates	$ 10,146	$ 10,389	$ 9,928	$ 9,524	$ 9,736	$ 9,287
Price Benchmark		$ 10,450	$ 10,610	$ 10,823	$ 10,823	$ 11,039
Graduate	$ 1,067	$ 3,889	$ 5,392	$ 5,199	$ 6,109	$ 5,457
Incoming Student FTEs						
Incoming Nonresident Undergraduates	1,343	1,418	1,421	1,567	1,675	1,668
Incoming Resident Undergraduates	2,238	2,316	2,223	2,076	2,136	2,131
All Graduate	1,322	1,244	1,251	1,323	1,293	1,360

Fig 13. Note the leveling off of net tuition revenues from both non-resident and resident tuition.

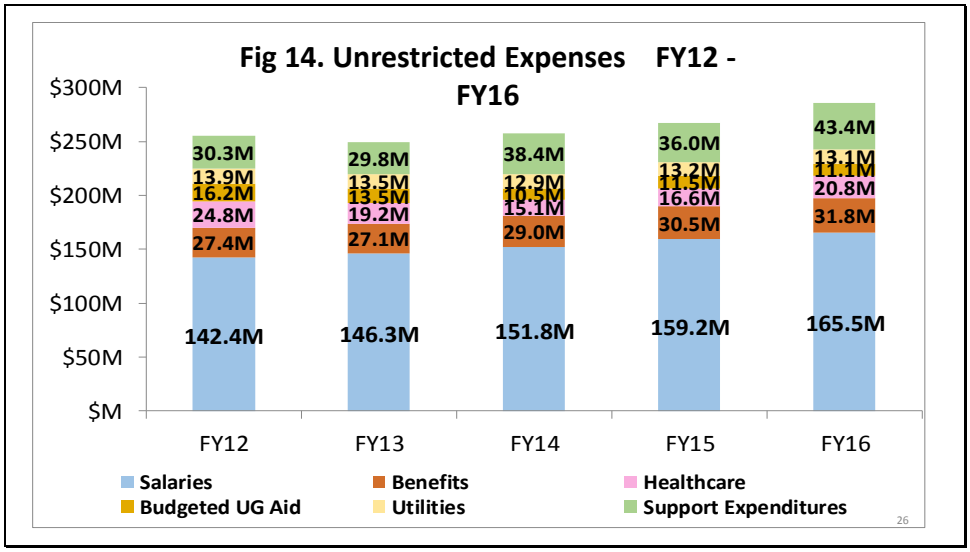
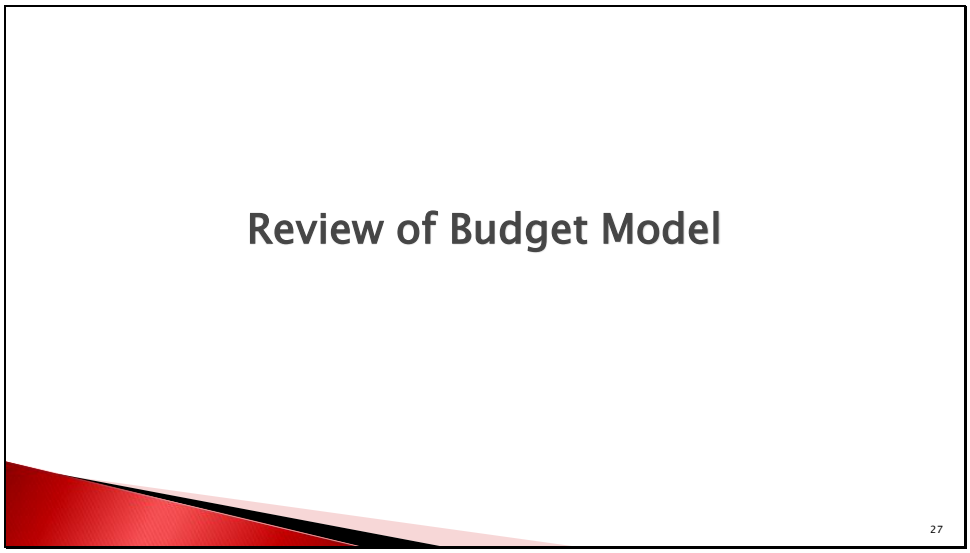


Fig 14. shows a breakdown of spending. The majority of spending is in salary and benefits and it has increased in FY16.



Budget Model History at Miami

- Several decades of using an incremental, government type budget model
- In 2007 President Hodge appointed a budget review committee chaired by Steve Wyatt that recommended adopting a responsibility based (decentralized) budget model (RCM)
- In 2010 the Strategic Priorities Committee also recommended the adoption of RCM for the University's budget model

28

Budget Model History at Miami

- In 2011 Provost Gempesaw recommends RCM and two academic committees and the associate vice president for budget design the new budget model
- The 2012-13 budget year was used to pilot RCM
- RCM was fully implemented for 2013-14
- Fiscal Priorities will review the current approach to RCM and provide its report to the president and provost by spring break 2017

29


Questions?
30


Faculty Composition
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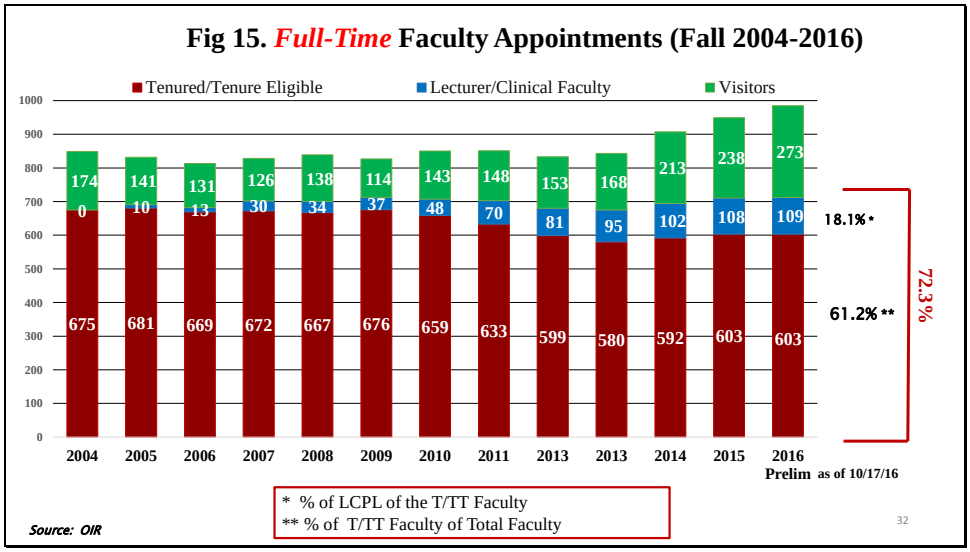


Fig 15. Following the "great recession" in 2008-09, there was a decrease in tenure line faculty from 676 in the fall of 2009 to 659 in the fall of 2010, which is a loss of 17 positions (2.6%). That was followed by a further decrease over the next 5 years to 603 in 2015 (not changed in 2016), a ***decrease of 56 positions representing a 8.5 % decline*** (56/659 = 8.5%). When we examined the change in the number of Tenure/Tenure Track (T/TT) faculty from 2004, prior to the "great recession" to the number of T/TT faculty in 2015, there were 675 faculty in 2004 compared to 603 in 2015 and in 2016; that is a decline of 72 or 10.7% (72/675 = 10.7%). If we look at the past 11 years, we see that we had the highest number T/TT faculty in 2005. At that time, there were 681 T/TT faculty so the decline in the number of T/TT faculty from that highest level in 2005 to 2015 and 2016 was 78 or 11.5% (78/681 = 11.5%).

Over this same period of time, University Senate approved the hiring of lecturers and clinical faculty (LCPL) to provide additional teaching support and to allow more flexibility and opportunities for T/TT faculty to pursue research, including research leaves, course reductions, etc. As of Fall, 2015, we had 108 LCPL faculty, comprising 17.9% or T/TT faculty. In fall, 2016, we have 109 or 18.1% of the T/TT faculty.

In 2015, T/TT faculty comprised 63.5% of total full time faculty (Total = T/TT + LCPL + visitors, i.e. 603 T/TT + 108 LCPL + 238 visitors = 949; 603/949 = 63.5%). Also, please note that, in Fall 2015, T/TT faculty plus LCPL were 75% of total full time faculty (603+108 = 711 and 711/949 = 74.9%).

In fall, 2016, T/TT plus LCPL (603+109 = 712) were 72.3% of the 985 total, full time faculty (603 T/TT + 109 LCPL +273 VAP = 985 total; 712/985 = 72.3%)

In Fall, 2010, there were 143 full time visiting faculty in Oxford. In Fall, 2015, there were 238, which is an increase of 95, i.e. a 66.4% increase (95/143 = 66.4%). In fall 2016, there were an additional 38 visiting faculty, an additional 16% increase (38/238).

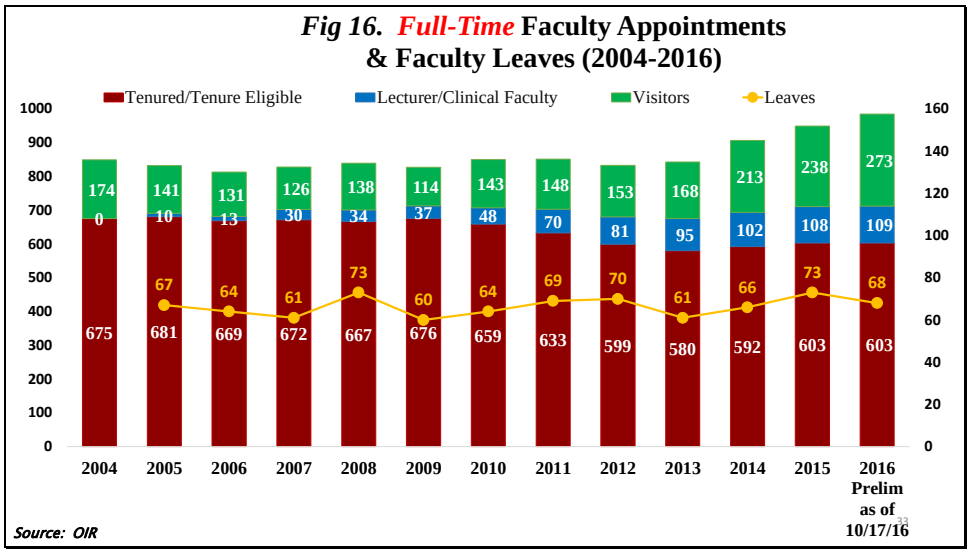


Fig 16. Over this same period of time, the Deans and Provost have sought to maintain the number of assigned research leaves (ARA) and faculty improvement leaves (FIL). While there have been fluctuations in the number of approved leaves, these numbers have been relatively constant. Also, please note that, with the exception in 2007 and 2009, we have consistently approved leaves for at least 10% of our T/TT faculty (**Fig 17**). In order to continue to meet course demands and teaching needs, chairs do seek approval of visiting faculty in some cases. To date, we have not explored the impact of reduced teaching loads for T/TT faculty on the increase in visiting and part time faculty, but we can do that to help make decisions about hiring faculty to achieve the composition that supports our research and teaching missions.

Department faculty, chairs, and deans have taken a great deal of care to hire visiting faculty who are effective teachers. Visiting faculty make important contributions to the teaching mission and provide flexibility and opportunities for T/TT faculty to have teaching load reductions, ARA and/or FIL. They also allow us to adapt to the profile of an incoming class so that we meet course demands and students' needs. Student learning outcomes are evaluated by department faculty, and we have multiple indicators suggesting student learning is very high; there is no evidence of any decrease in student learning. For example, admission to graduate and professional schools are typically well above the national average. Employment opportunities remain high for our students. These outcomes are indications of student success and reflect, in part, the great care the chairs, directors, and deans take when hiring faculty, including visiting faculty.

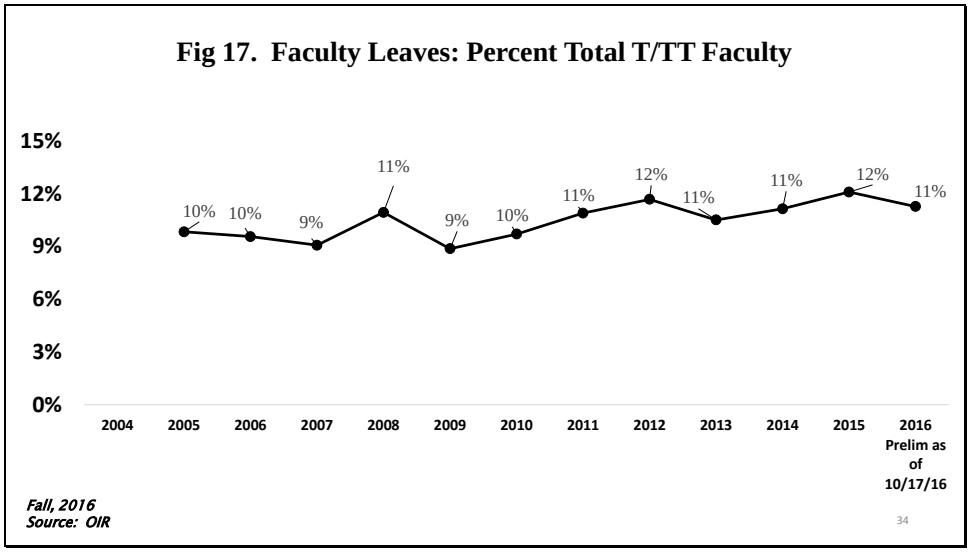


Fig 17. With the exception of 2007 and 2009, approximately 10 % of T/TT faculty have consistently been approved for leaves (**Fig 16**).

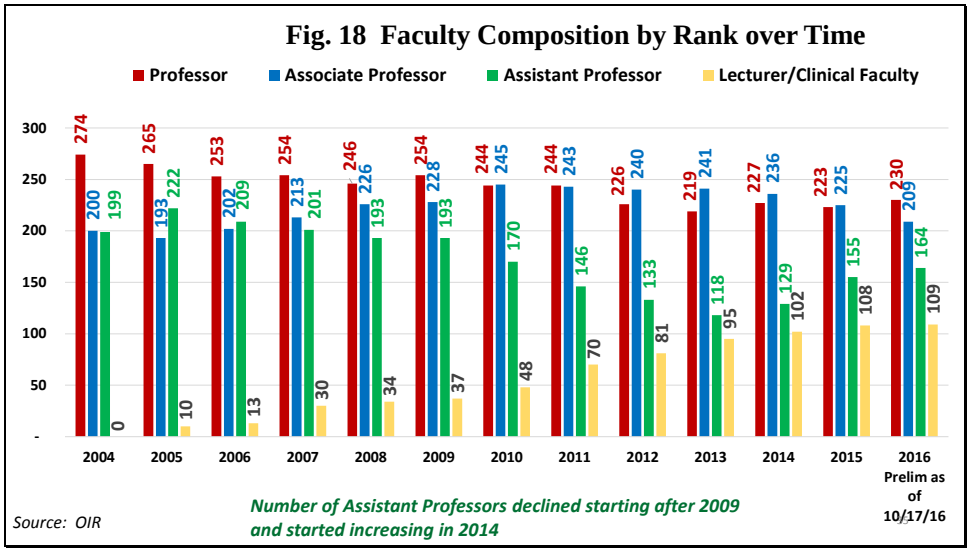


Fig 18. Another way to examine changes in faculty composition over time is to determine the changes, by rank as shown in this figure. After the severe economic downturn in 2008/09, there were declines in T/TT hiring, resulting in fewer assistant professors (**green bars**); the number of associate (**blue bars**) and full (**red bars**) professors remained relatively constant, albeit with some fluctuation. It is clear that the economic downturn in 2008/09 resulted in fewer faculty at the assistant professor rank, i.e. from 201 in 2007 before the deep recession to 118 in 2013, the lowest number in the 13 year period shown in this figures. This is a reduction of 83 positions, which is a 41.3% decline (83/201 = 41.3%). To try to offset the impact of the recession, while maintaining strong teaching quality and stability, as well as preserving research productivity and opportunities for T/TT faculty to have research leaves (**Figs16&17**), we increased the number of the number of LCPL (**yellow bars**) and visiting faculty (see **Figs 15&16**).

As we continue to recover from that deep economic recession, we are again increasing the number of assistant professors. Between 2013, when the number of assistant professors was at its lowest point until 2016, there has been an increase of 46 assistant professors for a 39% increase (46/118 = 39%).

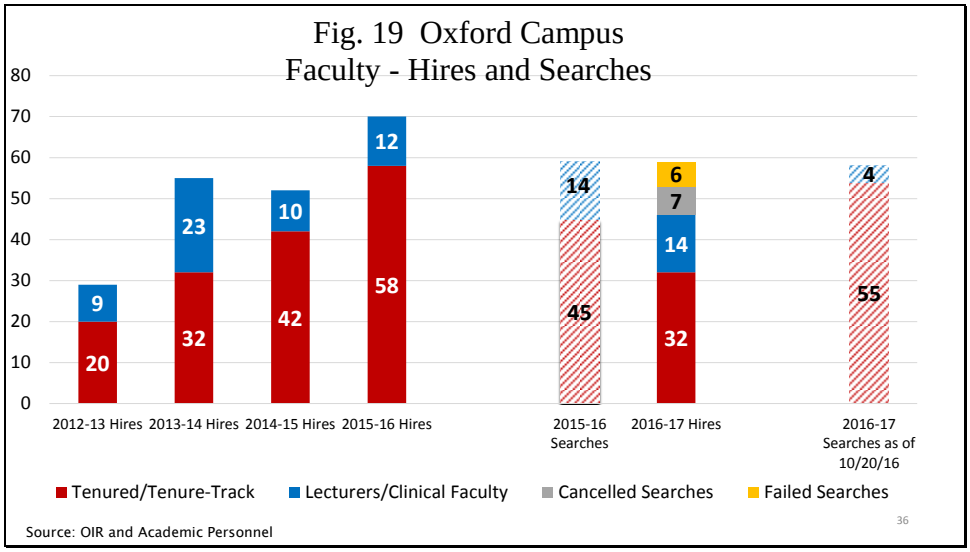


Fig 19. In this figure, the solid bars are faculty who are already hired and the hatched bars are searches that were conducted in 2015-16 and those that have been approved for 2016-17.

Note: in 2016-17, the current academic year, there were fewer new hires than planned due to the fact that there were 6 failed (yellow portion of the bar) and 7 cancelled searches (gray portion of the bar). As the economy has stabilized and we have had success in recruiting and yielding our classes, we are increasing the number of tenure track hires again (**Fig 18**) and this will continue to increase the number of T/TT faculty. The number of new T/TT faculty has been increasing since 2013 (**Fig 15&16**) and this has been intentional. As we develop hiring plans, increasing the number of T/TT faculty is a priority.

NB: The number of LCPL searches approved in 2015-16 was 7, but 14 have been hired for 2016-17. These usually result from chairs requesting VAP be converted to LCPL faculty.

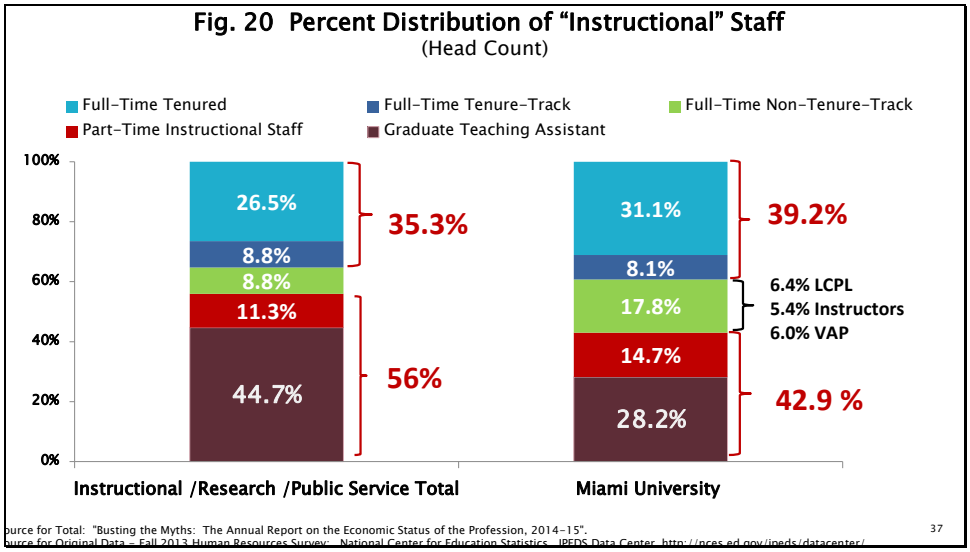


Fig 20. This slide shows the configuration of Miami University "instructional" staff compared with national data. Please note: These are head counts. These data do NOT represent the % of instruction provided by a particular category. The data do show the % of individuals in each category. For example, 28.2% are classified as graduate / teaching assistants, but they deliver only about 8% of our credit hours (**Fig 21**). Credit hour contribution by rank / category is shown in **Figs 21-31**.

T/TT faculty at Miami University comprise 39.2 % (31.1% tenured + 8.1% in the tenure track = 39.2%) of personnel that are categorized as "instructional" staff, which is above the national average.

At MU, the "Full Time Non-Tenure Track" category include 6.4% who are LCPL faculty (NB: of the 17.8% who are identified as "Full Time Non-Tenure Track, 6.4% are LCPL). When that 6.4% is added to the % T/TT, 45.6% of our faculty are in the T/TT or LCPL categories (31.1% tenured + 8.1% Tenure Track + 6.4% LCPL); ***no*** *visiting faculty are included in this percent*. In contrast, the national data reported indicate there are 44.1% T/TT and FT non-tenure track faculty (26.5% Tenured + 8.8% T/T + 8.8% Full Time Non- Tenure Track) and that includes visiting faculty.

The part- time faculty are above the national average. At MU, PT faculty include per credit hour faculty hired by departments as well as staff teaching courses, e.g. Student Affairs staff teaching in EDL, as well as KNH PAL courses.

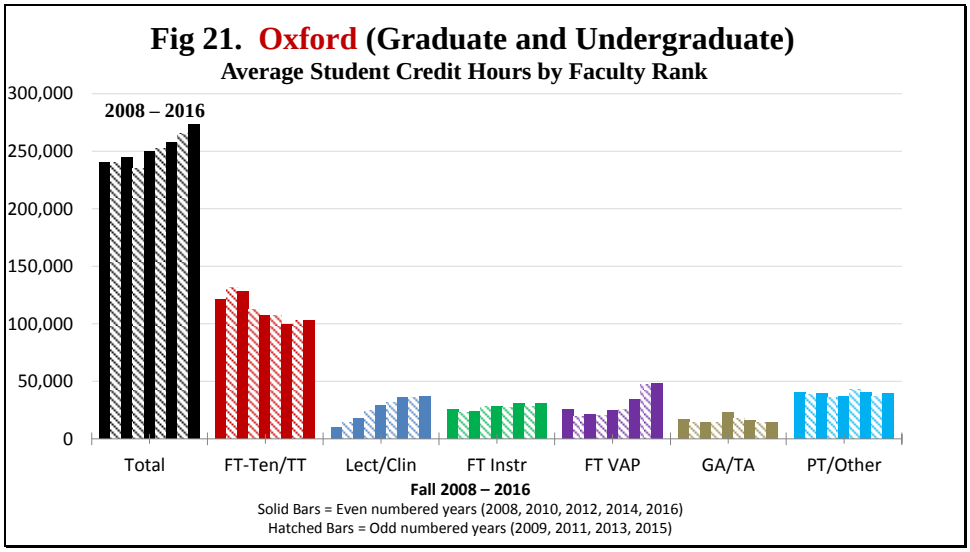


Fig 21. This figure depicts the ***total number of student credit hours*** generated on the Oxford campus over time. To be clear, student credit hours are calculated as follows:

- course credit hours X number of students in the class = Total student credit hours.
- For example, a 3 credit hour course with 25 students equals 75 student credit hours.

In this figure, the solid bars show the total student credit hours taught in even numbered years between 2008-2016, i.e. 2008, 2010, 2012, 2014, and 2016, while the hatched bars show the total student credit hours taught in the odd numbered years, i.e. 2009, 2011, 2013, and 2015.

Total credit hours taught by: T/TT faculty are shown in red; LCPL faculty are shown in dark blue; FT instructors are shown in green; FT Visiting Assistant Professors (VAP) are shown in purple; GA/TA are shown in brown; PT faculty are shown in light blue

Total student credit hours (**Black bars**) have increased since 2008. The number of student credit hours taught by T/TT faculty (**red bars**) has declined, while the number of student credit hours taught by LCPL has increased (**darker blue bars**). The number of student credit hours taught by FT instructors (**green bars**) and GA/TA (**brown bars**) has remained fairly constant. The number of student credit hours taught by FT VAP was fairly constant until the past 3 years, i.e. 2014 - 2016, when it increased.

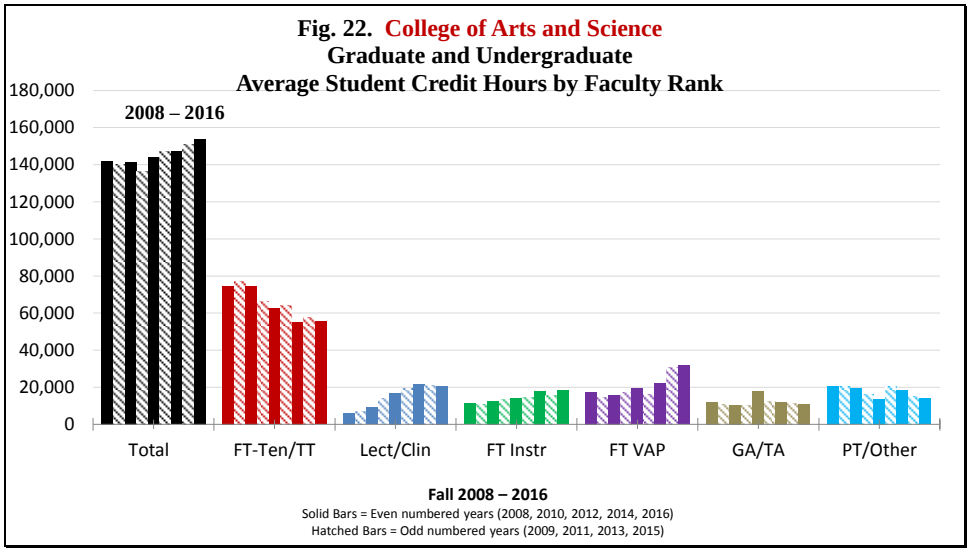


Fig 22. This figure and the next set of figures are organized in the same way. This figure depicts the *number of student credit hours (see legend of **Fig 21** for explanation of Student Credit Hours)* generated by the different categories of instructional staff in the CAS on the Oxford campus over time.

Solid bars show the student credit hours taught in even numbered years between 2008 – 2016, i.e. 2008, 2010, 2012, 2014, and 2016 while the hatched bars show the total student credit hours taught in the odd numbered years, i.e. 2009, 2011, 2013, and 2015. The total credit hours taught by:

- T/TT faculty are shown in red;
- LCPL faculty are shown in dark blue;
- FT instructors are shown in green;
- FT Visiting Assistant Professors (VAP) are shown in purple;
- GA/TA are shown in brown;
- PT faculty are shown in light blue

The total number of student credit hours taught by T/TT faculty (red bars) has decreased over time, while the number of credit hours taught by LCPL (dark blue bars) is increasing. The distribution of student credit hours across other categories is fairly consistent, with increases in credit hours taught by FT VAP in 2014 - 2016.

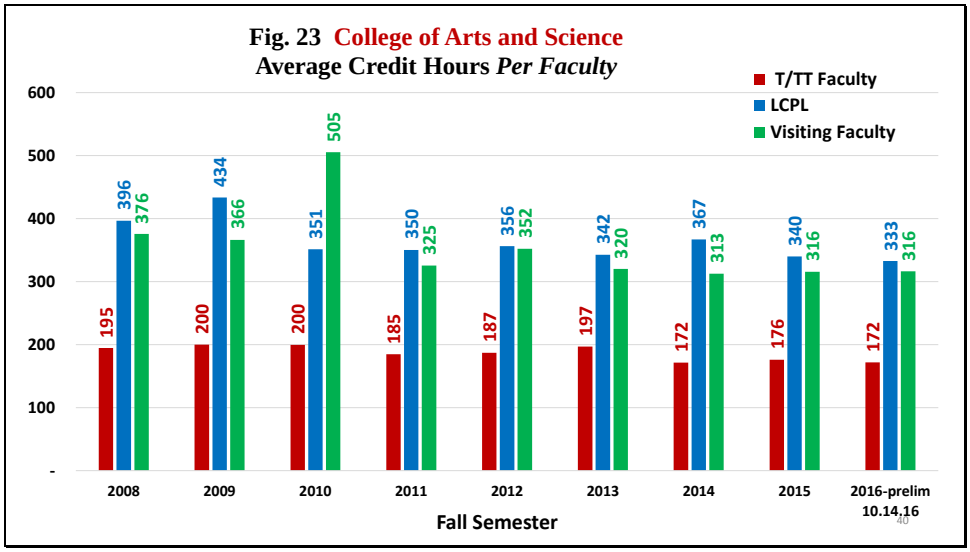


Fig 23. This slide depicts the average student credit hours taught by instructional staff category. For example, average student credit hour per faculty is calculated as follows:

- 50 T/TT faculty teach 2,000 total student credit hours *(see legend of **Fig 21** for explanation of Student Credit Hours)* resulting in an average of 400 student credit hours per T/TT faculty.

While there is variation from year to year, the average % of student credit hours taught by T/TT faculty has declined since 2008, while the % taught by LCPL and VAP does seem to be fairly consistent, except in 2010 (increased student credit hours were taught by VAP).

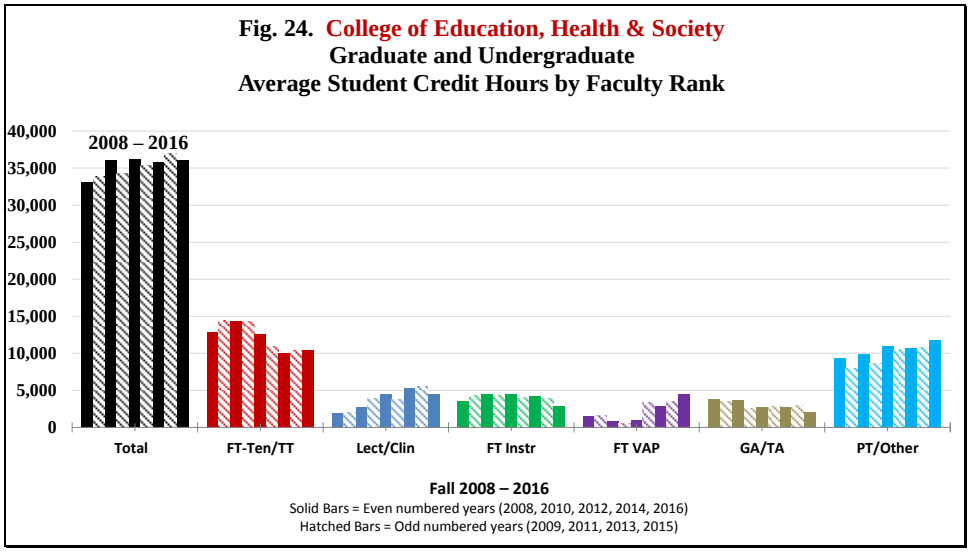


Fig 24. This figure depicts the ***number of student credit hours*** generated by the different categories of instructional staff in the EHS on the Oxford campus over time.

Solid bars show the student credit hours taught in even numbered years between 2008 – 2016, i.e. 2008, 2010, 2012, 2014, and 2016 while the hatched bars show the total student credit hours taught in the odd numbered years, i.e. 2009, 2011, 2013, and 2015. The total credit hours taught by:

- T/TT faculty are shown in red;
- LCPL faculty are shown in dark blue;
- FT instructors are shown in green;
- FT Visiting Assistant Professors (VAP) are shown in purple;
- GA/TA are shown in brown;
- PT faculty are shown in light blue

The number of student credit hours taught by T/TT faculty (**red bars**) has decreased over time, while the number taught by LCPL (**darker blue bars**) and VAP (**purple bars**) has increased. Other categories have been fairly consistent.

NB: PT/Other category includes PAL courses as well as the EDL and EDP courses that are traditionally taught by Student Affairs staff, GA, other administrative staff.

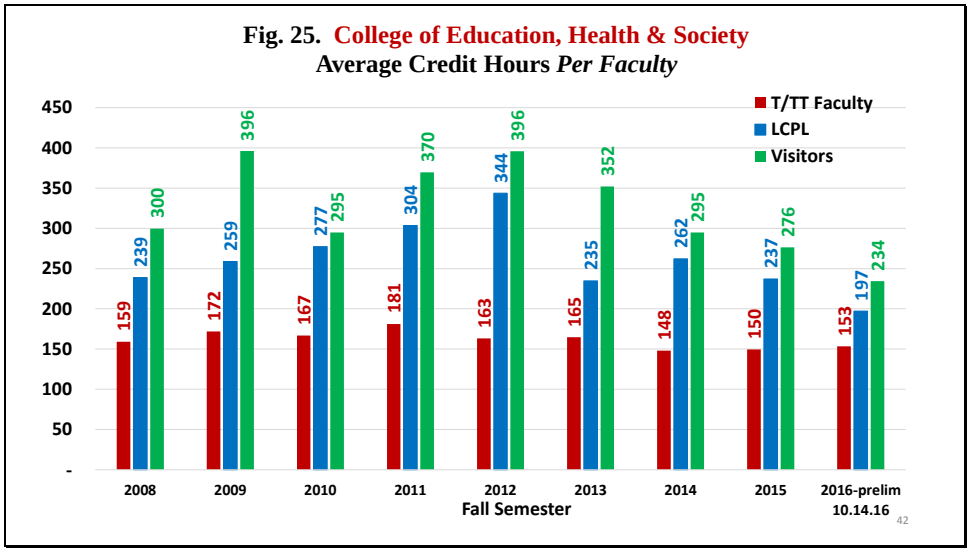


Fig 25. This slide depicts the average student credit hours taught by instructional staff category. For example, average student credit hour per faculty is calculated as follows:

- 50 T/TT faculty teach 2,000 total student credit hours *(see legend of **Fig 21** for explanation of Student Credit Hours)* resulting in an average of 400 student credit hours per T/TT faculty.

On average, the number of student credit hours taught by T/TT faculty has declined; the number taught by LCPL and VAP has varied.

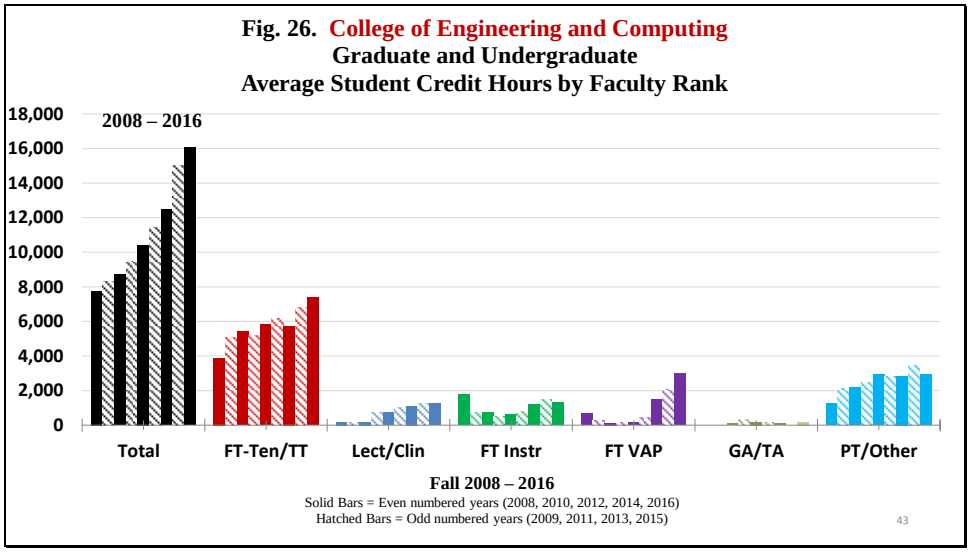


Fig 26. This figure depicts the ***number of student credit hours*** generated by the different categories of instructional staff in the CEC on the Oxford campus over time.

In this figure, the solid bars show the student credit hours taught in even numbered years between 2008 – 2015, i.e. 2008, 2010, 2012, 2014, and 2016 while the hatched bars show the total student credit hours taught in the odd numbered years, i.e. 2009, 2011, 2013, and 2015. The total credit hours taught by:

- T/TT faculty are shown in red;
- LCPL faculty are shown in dark blue;
- FT instructors are shown in green;
- FT Visiting Assistant Professors (VAP) are shown in purple;
- GA/TA are shown in brown;
- PT faculty are shown in light blue

Coinciding with growth in CEC, the number of student credit hours taught by T/TT faculty, as well as by LCPL, VAP and PT faculty has increased over time as has the number of credit taught by other members of the instructional staff, except the GA/TA.

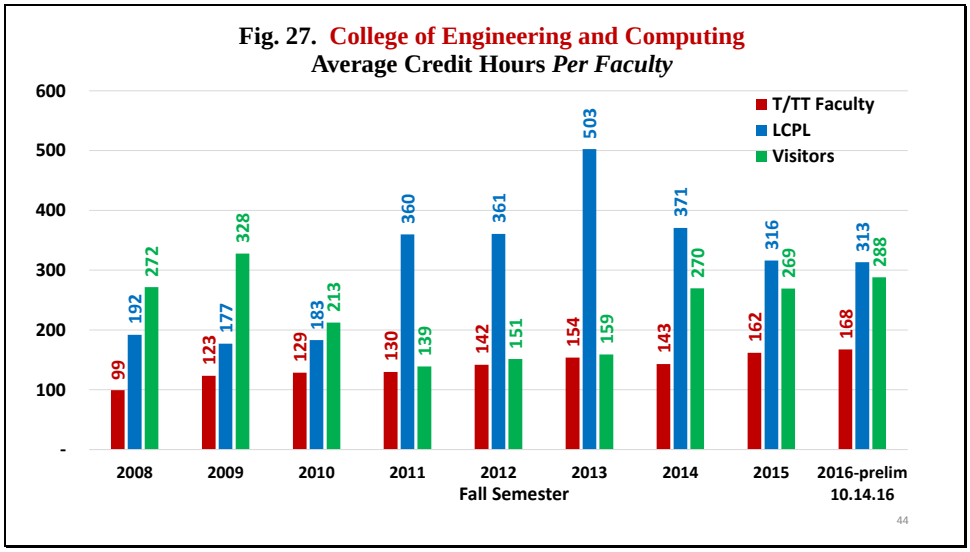


Fig 27. This slide depicts the average student credit hours taught by instructional staff category. For example, average student credit hour per faculty is calculated as follows:

- 50 T/TT faculty teach 2,000 total student credit hours *(see legend of **Fig 21** for explanation of Student Credit Hours)* resulting in an average of 400 student credit hours per T/TT faculty.

In CEC, the number of student credit hours taught by T/TT faculty, as well as LCPL and VAP, has increased.

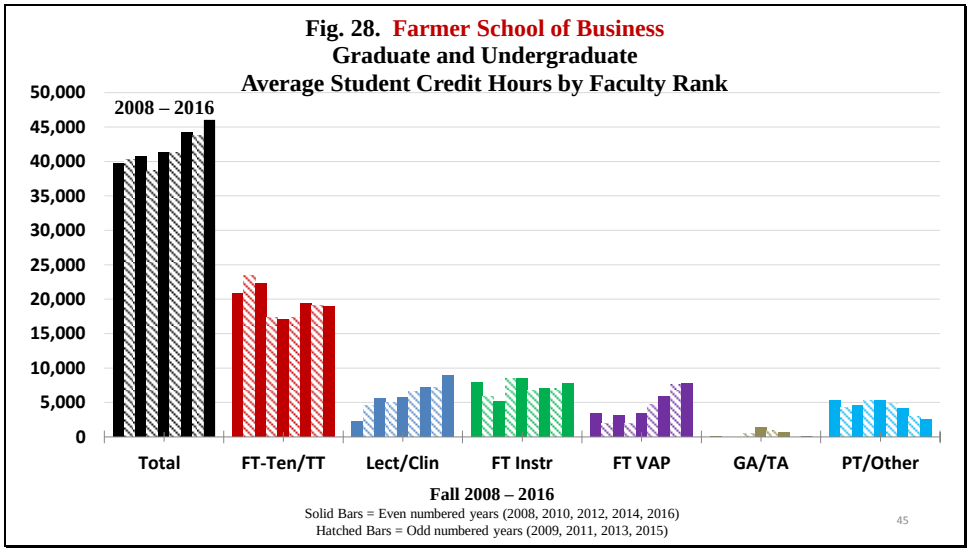


Fig 28. This figure depicts the ***number of student credit hours*** generated by the different categories of instructional staff in the FSB on the Oxford campus over time.

In this figure, the solid bars show the student credit hours taught in even numbered years between 2008 – 2015, i.e. 2008, 2010, 2012, 2014, and 2016, while the hatched bars show the total student credit hours taught in the odd numbered years, i.e. 2009, 2011, 2013, and 2015. The total credit hours taught by:

- T/TT faculty are shown in red;
- LCPL faculty are shown in dark blue;
- FT instructors are shown in green;
- FT Visiting Assistant Professors (VAP) are shown in purple;
- GA/TA are shown in brown;
- PT faculty are shown in light blue

The number of student credit hours taught by T/TT faculty is variable, with a decrease in 2011-2013 and an increase starting in 2014. The number of student credit hours taught by LCPL and VAP increased since 2008.

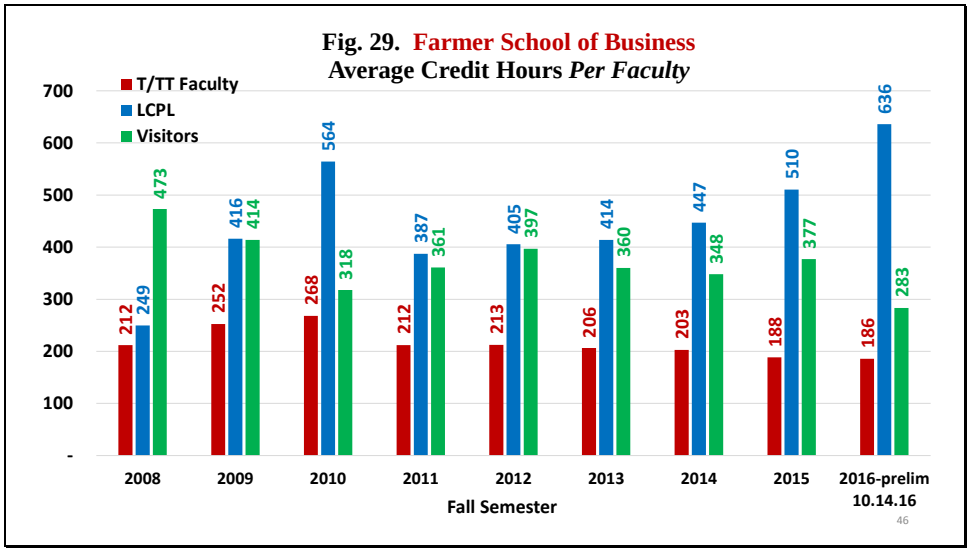


Fig 29. This slide depicts the average student credit hours taught by instructional staff category. For example, average student credit hour per faculty is calculated as follows:

- 50 T/TT faculty teach 2,000 total student credit hours *(see legend of **Fig 21** for explanation of Student Credit Hours)* resulting in an average of 400 student credit hours per T/TT faculty.

The number of student credit hours taught by T/TT faculty has declined, while the number taught by LCPL has increased and the number taught by VAP had been relatively constant, but decreased overall since 2008, and especially since 2015.

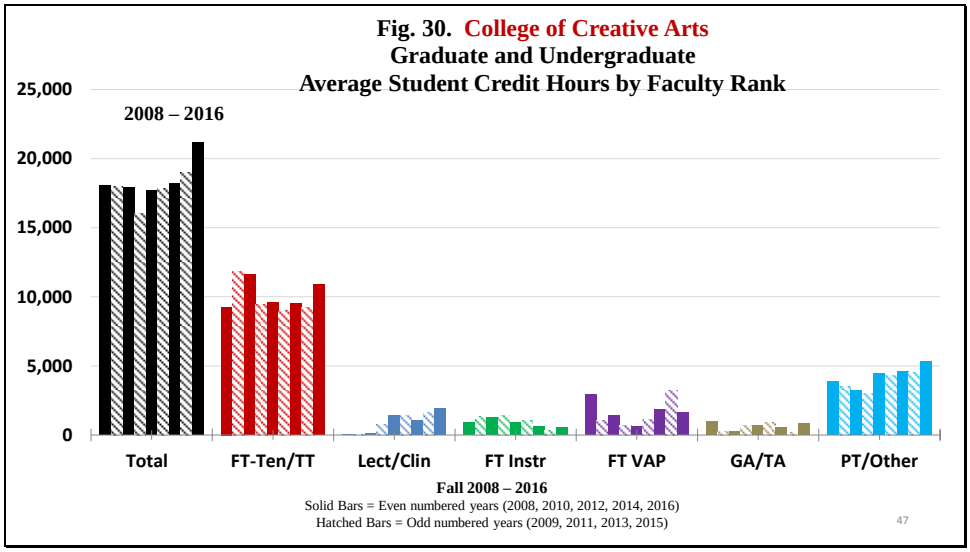


Fig 30. This figure depicts the ***number of student credit hours*** generated by the different categories of instructional staff in the CCA on the Oxford campus over time.

In this figure, the solid bars show the student credit hours taught in even numbered years between 2008 – 2015, i.e. 2008, 2010, 2012, 2014, and 2016, while the hatched bars show the total student credit hours taught in the odd numbered years, i.e. 2009, 2011, 2013, and 2015. The total credit hours taught by:

- T/TT faculty are shown in red;
- LCPL faculty are shown in dark blue;
- FT instructors are shown in green;
- FT Visiting Assistant Professors (VAP) are shown in purple;
- GA/TA are shown in brown;
- PT faculty are shown in light blue

The number of credit hours taught by T/TT faculty has remained fairly constant with an increase in 2009 and 2010. The number of student credit hours taught by LCPL increased and has remained fairly constant since 2012. The student credit hours delivered by VAP has been variable.

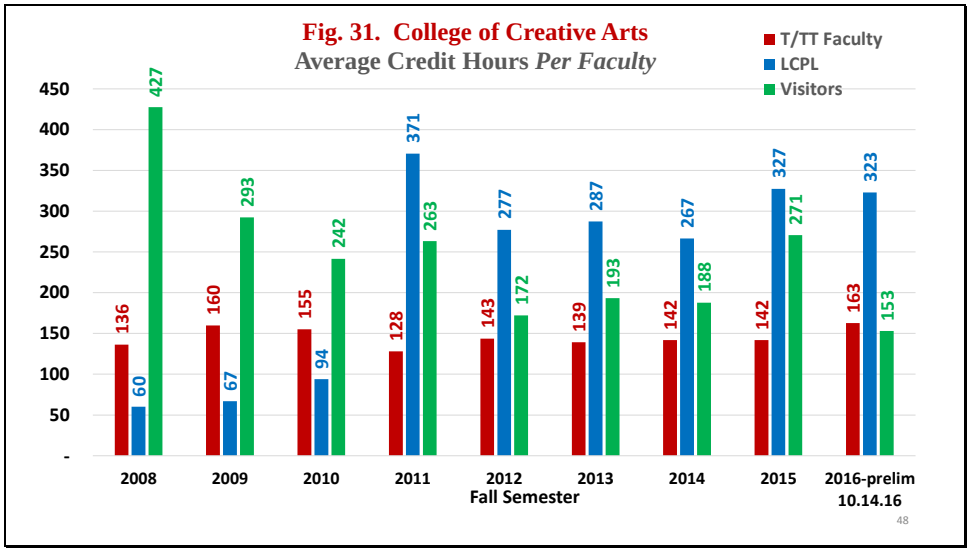
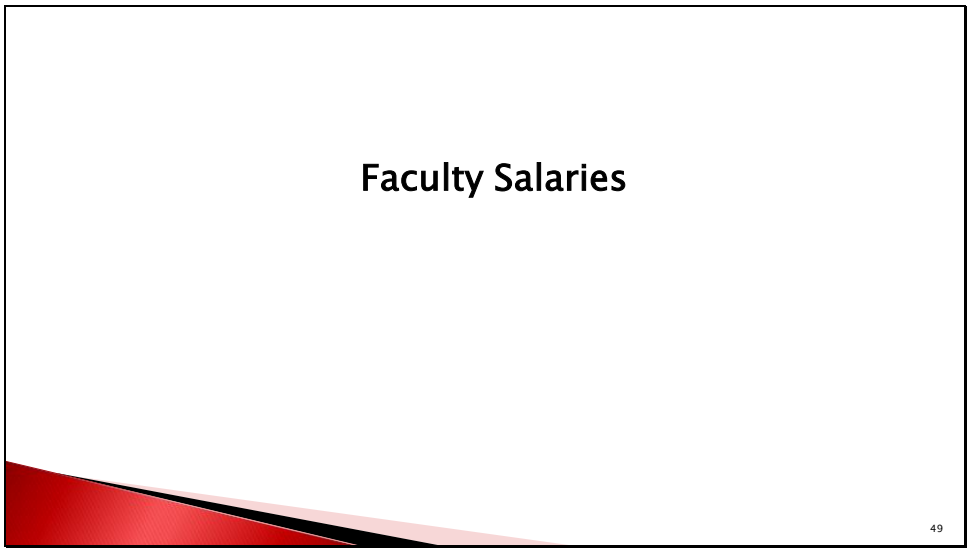


Fig 31. This slide depicts the average student credit hours taught by instructional staff category. For example, average student credit hour per faculty is calculated as follows:

- 50 T/TT faculty teach 2,000 total student credit hours *(see legend of **Fig 21** for explanation of Student Credit Hours)* resulting in an average of 400 student credit hours per T/TT faculty.

The number of student credit hours taught by T/TT and LCPL faculty has been fairly constant. The number of student credit hours taught by VAP has been variable with an increase in 2015.



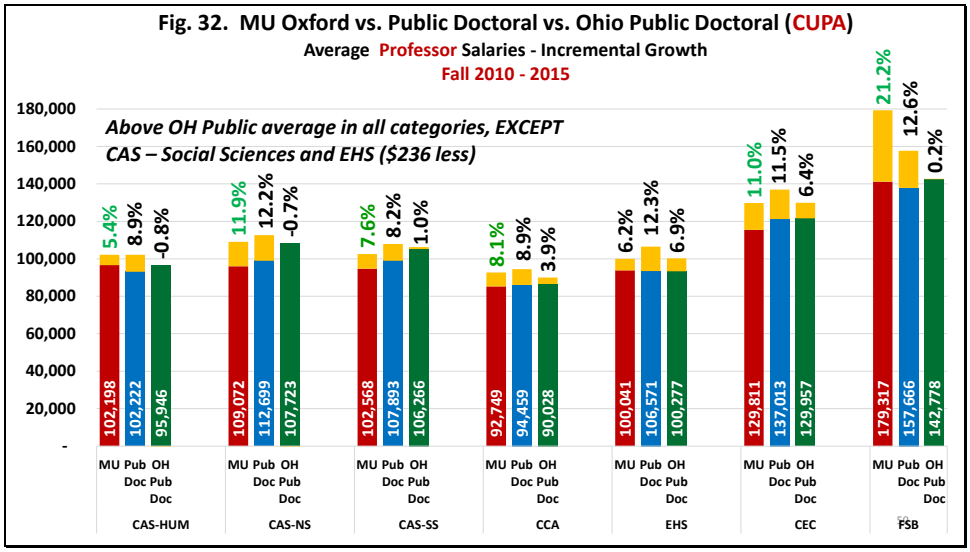
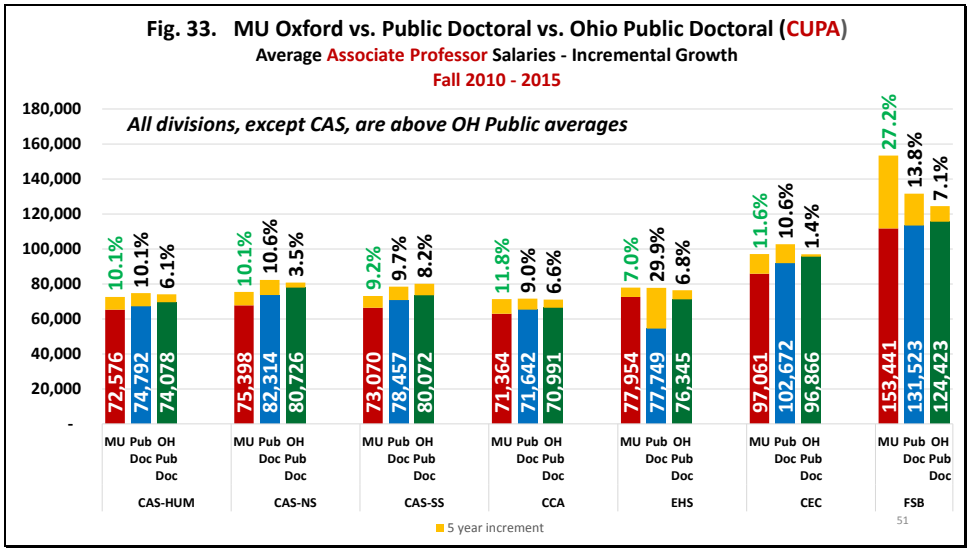


Fig 32. The **Red** bars are MU; **Blue** bars are national public doctorals; **Green** bars are OH publics; **2015 salary** is shown in ***White text in*** each of these bars. The **Yellow** bars show the % change in salary since 2010; it is not the average increment pool. These salaries were impacted by two years in which there was no increment (AY 2009-10 and 2010-11). Since AY 2011-12, there have increments every year, including two (2) years of additional market adjustments for associate and full professors.

Comparing faculty salaries using the more discipline specific CUPA data shows that, on average, Miami University professors earn salaries above the average in other OH publics EXCEPT in the Social Sciences (CAS) and in EHS (average salary is $236 less). In all cases, except in EHS, the % change (yellow bars) is greater than other OH publics.

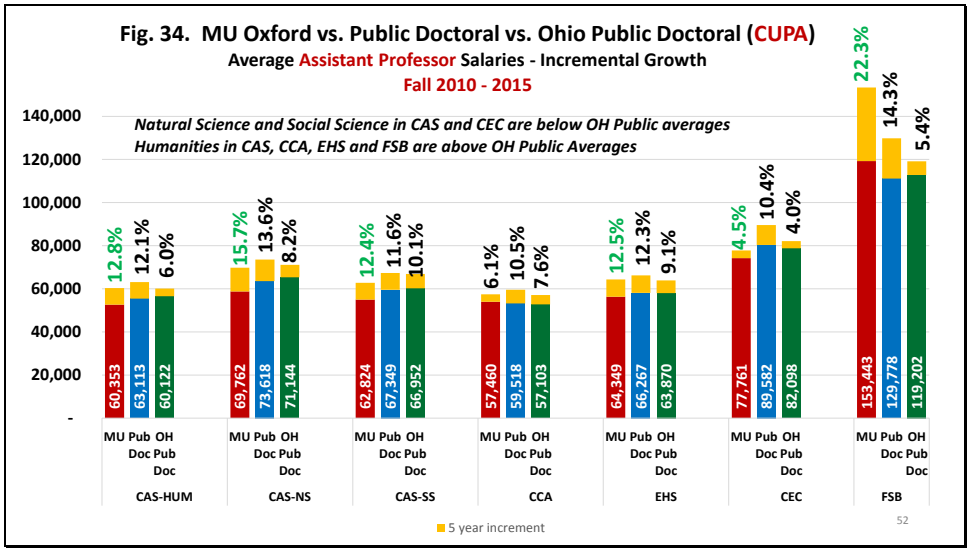
When the % change in average salary is greater than the % change in salary from other Ohio Public institutions, the % change is shown in **Green** text.



See details in the legend of Figure 28.

Fig 33. *Comparing faculty salaries using the more discipline specific CUPA data shows that, on average, Miami University associate professors earn salaries above the average in other OH publics EXCEPT in the CAS, even though the % change in salary in all units, on average, is greater than other OH publics.*

These salaries were impacted by two years in which there was no increment (AY 2009-10 and 2010-11). Since AY 2011-12, there have increments every year, including two years of additional market adjustments for associate and full professors.



See details in the legend of Figure 28.

Fig 34. *Comparing faculty salaries using the more discipline specific CUPA data shows that, on average, assistant professors in the Natural Science and Social Science areas in CAS as well as assistant professors in CEC are below OH Public averages, while assistant professors in the Humanities in CAS, as well as assistant professors in CCA, EHS and FSB are above OH Public Averages.*

These salaries were impacted by two years in which there was no increment (AY 2009-10 and 2010-11). Since AY 2011-12, there have increments every year, including two years of additional market adjustments for associate and full professors.

College and University Professional Association (CUPA) for Human Resources*
Ohio Public Institutions
Bowling Green State University (Bowling Green, OH)
Kent State University Main Campus (Kent, OH)
Ohio University (Athens, OH)
The Ohio State University Main Campus (Columbus, OH)
The University of Akron, Main Campus (Akron, OH)
University of Cincinnati Main Campus (Cincinnati, OH)
University of Toledo (Toledo, OH)
Wright State University Main Campus (Dayton, OH)
Youngstown State University (Youngstown, OH)

*** n=93 Total Public Doctoral Participating Schools**

53

Given the limitations associated with comparing faculty using AAUP data (see notes for Figure 25), we also analyzed salary using College and University Professional Association (CUPA) for Human Resources data.

The major ***advantage*** to using CUPA data is that we can compare salaries by discipline and by cognate areas in the CAS. The major disadvantage is that fewer schools participate, although there is a very good representation of Ohio schools in this data set and these are listed in this table (**Table 2**). The complete list of schools that report to CUPA are presented at the end of this slide deck.

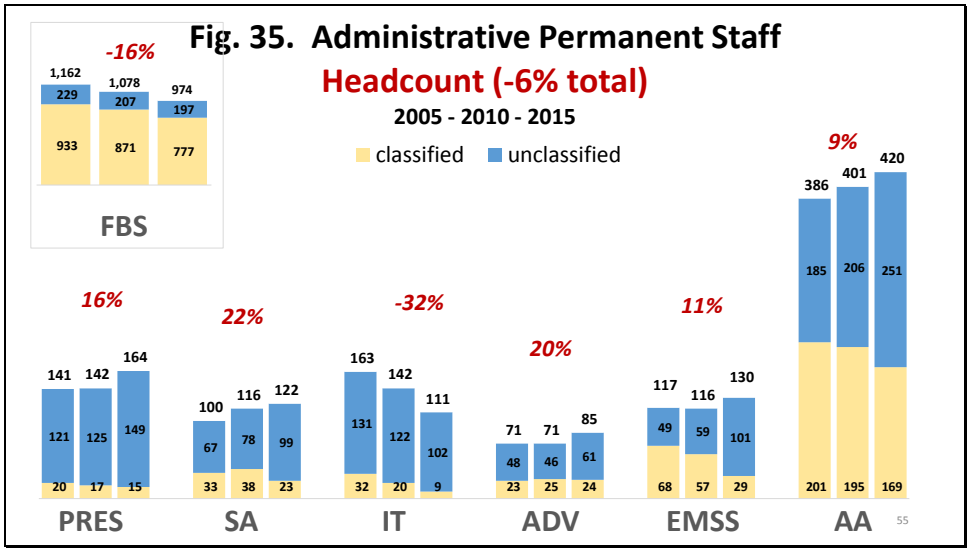


Fig 35. Total positions lost:

188 Finance and Business Services (FSB)
52 Information Technology (IT)
240

Total positions gained =

23 President (Pres)
22 Student Affairs (SA)
14 Advancement (ADV)
13 Enrollment Management and Student Success (EMSS)
72 in all vice-president (VP) areas EXCEPT academic affairs (AA)
34 Academic Affairs (AA)
106 including AA

OVERALL: There were 168 positions of 1754 in "Central Administration", i.e. support units that were lost, i.e. a 9.6% loss.

When considering all units, there were a total of 134 positions of 2140 over entire MU - Oxford (including AA) = **6% loss in administrative positions.**

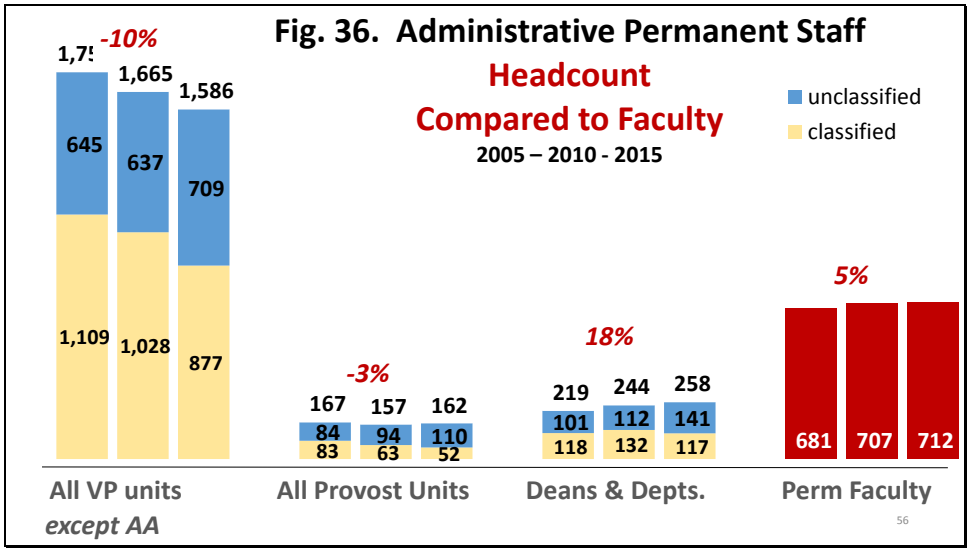


Fig 36. This slide shows the total number of positions by units. In this case, the data are organized so that all vice president (VP) units are aggregated, EXCEPT the Provost's units, e.g. the Graduate School, OARS, Libraries, Global Initiatives, and e-learning. Additionally, the administrative staff positions that support the Deans and Departments are also shown separately as a the number of permanent, full-time faculty (T/TT and LCPL). The growth in number of staff have occurred in the academic divisions and departments, whereas the total number of positions at the VP levels have decreased.

Summary of NET new positions:

- **CAS**: 10 new positions: mostly advisors (5), ACE (2) and Pre-Law (2), and a Director of Lab animal resources
- **CCA**: 2 new positions (advisor position, marketing and communications position)
- **EHS**: 5 new positions (Urban Teacher Cohort, Advisor, Dir of Planning and Analysis, Marketing and Communication)
- **CEC**: 3 new positions (External Relations and communication, Lockheed Martin Director, and an academic advisor)
- **FSB**: 9 NET new (development, advisors, external relations, (13 new FSB positions but only 9 if you look at movement within FSB))

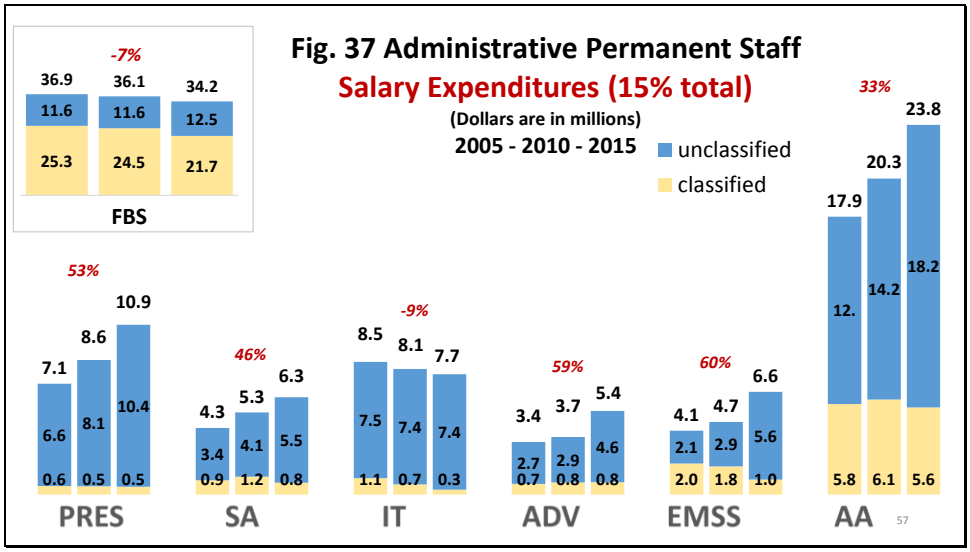


Fig 37. Changes in salary are shown across all Vice-Presidents' areas, as well as from academic affairs:
Both Finance and Business Services (FBS) and Information Technology (IT) had a decrease in salary expenditures over the past 10 years. This is likely due to the decrease in the number of staff.

Areas that added staff, i.e. President, Student Affairs, Advancement, and EMSS had increased salary expenditure.

Academic Affairs, also saw an increase in the number of positions (**Fig 36**) and salary expenditure. This is an average increase of 4.125% because there were 2 years without increment (33/8 = 4.125%).

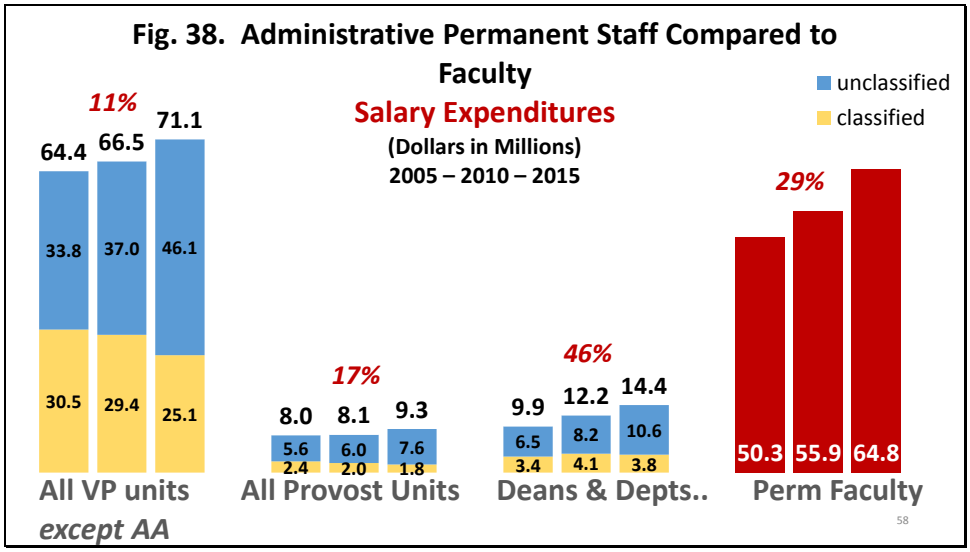
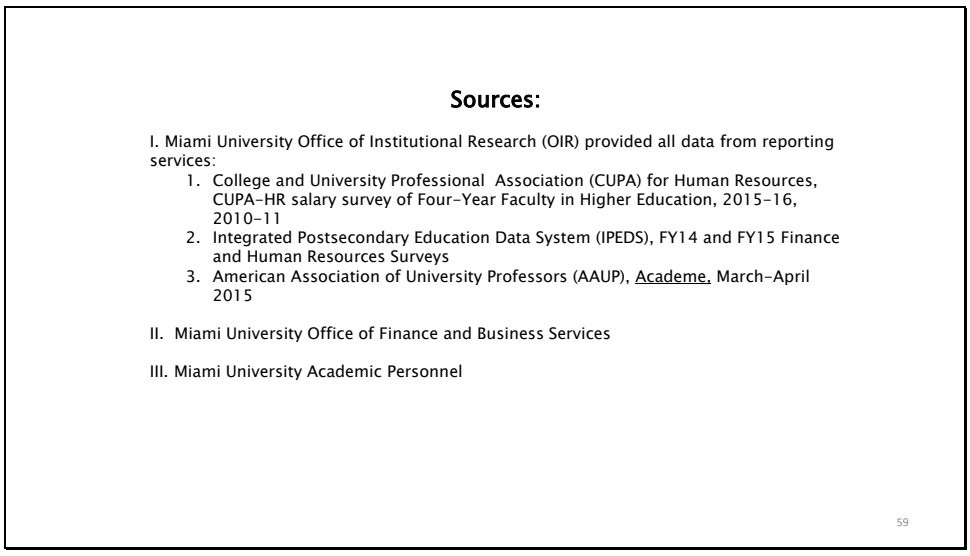


Fig 38. All VP Units (support centers), EXCLUDING Provost's units, had an increase of 11% in salary expenditures from 2005-2015), i.e. 1.375% (from 2005-2015 is 10 years, but there was no increment in 2010 or 2011, so 11% / 8 = 1.375%).

- The Provost's units also increased (by 17 % / 8 years with increment = 2.125%)
- Deans and Depts. increased by 46% / 8 years with increment = 5.75%
- Permanent Faculty increased by 29 % / 8 years with increment = 3.625%



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Data Trio
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- Scott Sportsman, Director of Research & Analysis, EMSS

Dr. David K. Creamer, Senior Vice – President, Finance & Business Services
David Ellis, Assoc VP/Budgeting & Analysis, Finance & Business Services

Academic Personnel
- Celia Ellison, Director

60

Questions ?

61

Public Doctoral Colleges and Universities Participating in CUPA
April, 2016

1	Arizona State University (Tempe, AZ)
2	Auburn University (Auburn, AL)
3	Ball State University (Muncie, IN)
4	Bowling Green State University (Bowling Green, OH)
5	Central Michigan University (Mount Pleasant, MI)
6	Clemson University (Clemson, SC)
7	Cleveland State University (Cleveland, OH)
8	Colorado School of Mines (Golden, CO)
9	Colorado State University (Fort Collins, CO)
10	East Carolina University (Greenville, NC)
11	East Tennessee State University (Johnson City, TN)
12	Florida Atlantic University (Boca Raton, FL)
13	Florida International University (Miami, FL)
14	George Mason University (Fairfax, VA)
15	Georgia Institute of Technology (Atlanta, GA)
16	Georgia Southern University (Statesboro, GA)
17	Georgia State University (Atlanta, GA)
18	Idaho State University (Pocatello, ID)
19	Illinois State University (Normal, IL)
20	Indiana State University (Terre Haute, IN)
21	Indiana University of Pennsylvania (Indiana, PA)
22	Kent State University Main Campus (Kent, OH)
23	Louisiana State University and Agricultural and Mechanical College - Baton Rouge (Baton Rouge, LA)
24	Louisiana Tech University (Ruston, LA)
25	Michigan Technological University (Houghton, MI)
26	Montana State University - Bozeman (Bozeman, MT)
27	New Jersey Institute of Technology (Newark, NJ)
28	North Carolina State University (Raleigh, NC)
29	North Dakota State University Main Campus (Fargo, ND)
30	Northern Arizona University (Flagstaff, AZ)
31	Northern Illinois University (De Kalb, IL)
32	Ohio University (Athens, OH)
33	Old Dominion University (Norfolk, VA)
34	Oregon State University (Corvallis, OR)
35	Portland State University (Portland, OR)
36	Rutgers the State University of New Jersey New Brunswick Campus (New Brunswick, NJ)
37	South Carolina State University (Orangeburg, SC)
38	South Dakota State University (Brookings, SD)
39	Southern Illinois University Carbondale (Carbondale, IL)
40	Temple University (Philadelphia, PA)
41	Texas A&M University - Commerce (Commerce, TX)
42	Texas Tech University (Lubbock, TX)
43	The Ohio State University Main Campus (Columbus, OH)
44	The University of Akron, Main Campus (Akron, OH)
45	The University of Arizona (Tucson, AZ)
46	The University of Memphis (Memphis, TN)
47	The University of Montana - Missoula (Missoula, MT)
48	The University of South Dakota (Vermillion, SD)
49	The University of Texas At El Paso (El Paso, TX)
50	University of Alabama (Tuscaloosa, AL)

62

Public Doctoral Colleges and Universities Participating in CUPA
April, 2016

51	University of Alabama in Huntsville (Huntsville, AL)
52	University of Alaska Fairbanks (Fairbanks, AK)
53	University of Arkansas at Little Rock (Little Rock, AR)
54	University of Arkansas Main Campus (Fayetteville, AR)
55	University of Central Florida (Orlando, FL)
56	University of Colorado Denver (Denver, CO)
57	University of Connecticut (Storrs, CT)
58	University of Georgia (Athens, GA)
59	University of Hawaii at Manoa (Honolulu, HI)
60	University of Idaho (Moscow, ID)
61	University of Illinois at Chicago (Chicago, IL)
62	University of Illinois at Urbana-Champaign (Champaign, IL)
63	University of Kentucky (Lexington, KY)
64	University of Louisiana at Lafayette (Lafayette, LA)
65	University of Louisville (Louisville, KY)
66	University of Maryland Baltimore County (Baltimore, MD)
67	University of Maryland College Park (College Park, MD)
68	University of Massachusetts (Amherst, MA)
69	University of Massachusetts Boston (Boston, MA)
70	University of Massachusetts Lowell (Lowell, MA)
71	University of Michigan-Ann Arbor (Ann Arbor, MI)
72	University of Missouri - Kansas City (Kansas City, MO)
73	University of Missouri - Saint Louis (Saint Louis, MO)
74	University of Nevada-Las Vegas (Las Vegas, NV)
75	University of Nevada, Reno (Reno, NV)
76	University of North Carolina at Charlotte (Charlotte, NC)
77	University of North Carolina at Greensboro (Greensboro, NC)
78	University of North Dakota Main Campus (Grand Forks, ND)
79	University of Northern Colorado (Greeley, CO)
80	University of North Texas (Denton, TX)
81	University of South Carolina - Columbia (Columbia, SC)
82	University of Southern Mississippi (Hattiesburg, MS)
83	University of South Florida (Tampa, FL)
84	University of Texas at Arlington (Arlington, TX)
85	University of Texas at Dallas (Richardson, TX)
86	University of Virginia (Charlottesville, VA)
87	University of West Florida (Pensacola, FL)
88	University of Wyoming (Laramie, WY)
89	Utah State University (Logan, UT)
90	Virginia Commonwealth University (Richmond, VA)
91	Wayne State University (Detroit, MI)
92	Wichita State University (Wichita, KS)
93	Wright State University Main Campus (Dayton, OH)

63