

Final Report

**Faculty, Staff, and Student Quality and Diversity
Implementation Team**

June 15, 2006

I. Introduction

a. Charges to the Team

The Vision OHIO Faculty, Staff, and Student Quality and Diversity Implementation Team was given the following charges (see Appendix 1 for the goals outlined in the Vision OHIO document that are related to quality and diversity):

- Review goals and metrics related to quality and diversity of faculty, staff, and students.
- Review best practices related to quality and diversity efforts at other educational institutions, in particular, our peer institutions.
- Outline timeline for realizing each goal.
- Outline processes for realizing each goal.
- Develop a prioritized budget for implementing the goals.
- Identify the groups responsible for realizing each goal (who “owns” each goal).
- Identify barriers and solutions for realizing each goal.
- Identify interest groups on campus related to issues of quality and diversity and communicate with and actively seek input and feedback from them.
- Host focus groups and open forum discussions to identify barriers and solutions to “Quality and Diversity” efforts at Ohio University
- Communicate with the University community on a regular basis as the team's work progresses.
- Coordinate with other implementation teams as necessary.

b. Membership With Position and Department

Kathy Cain, director of diversity, Regional Higher Education

Patricia Cue, assistant professor of art

Ann Fidler, dean, Honors Tutorial College assistant professor of history

David Garcia, director, Admissions

Sandra Haggerty, associate professor of Journalism

Wendy Kaaz, media resource coordinator, Department of Modern Languages

Beth Maxon, director, COM-Administrative & Finance Services

Ming Li, professor, director, School of Recreation & Sport Sciences

Molly Mayer, student, Student Senate

Micah Mitchell, student, University Board of Trustee

Brenda Noftz, assistant director of professional development, University Human Resources

Bill Smith, executive assistant to the president, Institutional Equity

Andrew Stuart, instructional librarian, Library

Chris Taylor, assistant to the president for diversity, Office of the President

Fred Toner, associate professor, chair, Department of Modern Languages

Matt White, associate professor of biological sciences

Soni Williams, director, Financial Aid

c. Process Overview

As the four goals in Vision OHIO related to quality and diversity of the faculty, staff and students have two separate focuses, the members of the implementation team subdivided themselves into two subcommittees to work on the implementation charges, one focusing on faculty and staff, and the other one centering on students. The following is the membership information about the two subcommittees

Faculty and Staff Subcommittee (8 people)

Kathy Cain, Patricia Cue, Wendy Kaaz, Beth Maxon, Ming Li, Brenda Noftz, Bill Smith, Fred Toner

Student Subcommittee (9 people)

Ann Fidler, David Garcia, Sandra Haggerty, Molly Meyer, Micah Mitchell, Andrew Stuart, Chris Taylor, Matt White, Soni Williams

In the last several months, the implementation team has conducted numerous meetings with various constituents, held two open forums, reviewed documents produced by previous institutional efforts, and examined the best practices of our peer institutions (see meeting minutes and summaries in Appendix 2). Specifically,

- A Blackboard course was created for the purpose of disseminating information among team members and various documents related to the tasks to be taken by the Implementation Team were uploaded to the Blackboard site.
- A timeline to execute the charges was developed, discussed, and implemented. (See Appendix 3, page 30, for the timeline.)
- Documents produced by previous institutional efforts in diversity were reviewed to identify the areas of concerns and barriers. (See Appendix 4, page 31, for the identified barriers.)
- The strategic planning documents of our peer institutions were reviewed to identify best practices. (See Appendix 5, page 34, for identified best practices by peer institutions.)
- Two open forums were conducted, in conjunction with the Environment Team. Each subcommittee reviewed the comments received from the forums to see if there was any new concern or barrier that needed to be added. (See Appendix 6, page 37, for the PowerPoint presentation.)
- Each subcommittee reviewed the strategic plans submitted to the provost by individual colleges to see if there were points that supported our recommendations, or if there were things that should be added.
- A one-page progress report was produced and presented to Faculty Senate and other campus groups. (See Appendix 7, page 39, for the one-page Progress Report.)
- A brief report was given at the May 3 Vision OHIO Symposium and other members of the University community in attendance were involved in discussing one of the action plans we presented at a round table.

- Our representatives contacted other implementation teams to see if there were any recommendations that could be co-sponsored.
- A final report was drafted. Recommendations from the Faculty Senate and the May 3 Vision OHIO Symposium were incorporated into the document. (See Appendix 8, page 39, for comments from the Faculty Senate.) The entire implementation team reviewed and discussed the draft of the final report at two separate meetings. The document was finalized after another round of review by the implementation team.

II. Recommendations

The Vision OHIO Academic Plan outlines four goals or recommendations in the area of quality and diversity. The four recommendations are not prioritized. Recommendations 1 and 2 reflect faculty and staff issues, Recommendation 3 reflects the University community as a whole, and Recommendation 4 reflects student issues.

Recommendation 1: Recruit and retain exceptional faculty and staff for creating and sustaining pre-eminent programs of learning, engagement, and research and scholarship.

a. Course of Action Proposed

Raise faculty and staff salary and compensation.

1. Action Plans
 - The Office of Institutional Research should compare salary and compensation with peer institutions annually.
 - The University administration should commit to the goal of raising faculty and staff salaries and compensation and to identify the funds necessary to achieve that goal as one of the top priorities.
 - A Universitywide committee consisting of faculty, staff, and administrators should be created to monitor the implementation of the proposed course of action and ensure accountability.
2. Metrics
 - Raise our percentile rank among peers by 15 points by 2010.
3. Resources
 - According to the information compiled by the Office of Institutional Research, our faculty salaries for full professor, associate professor and assistant professor are currently ranked the 10th, 10th, and 11th place, respectively, when compared to those of our peer institutions. To raise our percentile rank among our peers by 15 points by 2010 in each of these three faculty ranks, it will require that the average salary of our faculty be increased by approximately \$7,180 for full professor, \$1,780 for associate professor, and \$3,240 for assistant professor. These calculations were based on the assumption that all peer institutions and Ohio University would have the same 4 percent salary increase annually over the next four years (see Appendix 9 for the information provided by the Office of Institutional Research and related calculations).

- No specific requests are made for classified staff because of the lack of comparative salary data on them among our peer institutions.
4. Barriers and Limitations
- Limited state funding.
 - Overreliance on increasing student enrollment and tuition.

b. Course of Action Proposed

Set realistic faculty workload expectations, including the possibility of variable and differential workloads that include other activities such as advising.

1. Action Plans
 - The Office of the Provost should designate funding annually for new faculty positions.
 - Individual colleges, departments, and schools should be encouraged to modify their annual evaluation processes and policies so that advising is recognized as an important component in the annual merit consideration. However, flexibility should be allowed in the modification of workload policies.
 - The Office of the Provost should compile faculty workload data annually.
2. Metrics
 - Annual workload data compiled by the Office of the Provost.
 - Flexible workload plans for individual colleges, departments, and schools.
3. Resources
 - N/A
4. Barriers and Limitations
 - Limited financial resources to implement the plans.

c. Course of Action Proposed

Reduce faculty-to-student ratio to a level consistent to that of peer institutions.

1. Action Plans
 - The Office of Institutional Research should compare the faculty-to-student ratio with that of peer institutions annually.
 - The Office of the Provost should designate funding annually for new faculty positions.
 - The Office of the Provost should ensure the consistency of the faculty-to-student ratio across colleges.
 - The Office of the Provost should identify resources to reduce the faculty-to-student ratio in colleges and programs with high numbers.
 - A Universitywide committee consisting of faculty, staff, and administrators should be created to monitor the implementation of the proposed course of action and ensure accountability.
2. Metrics
 - Reduce our percentile rank among peers by 15 points by 2010.
3. Resources

- Currently, the faculty-to-student ratio at Ohio University is 1:19, based on the information provided by the Office of Institutional Research (OIR). In order to reduce our percentile rank on the ratio by 15 points by 2010 when compared to our peer institutions, we have to cut it down to 1:18. This means that the University will have to add 57 FTE faculty positions over the next four years, assuming that the enrollment remains the same each year. Additional 25 FTE faculty positions are also needed by 2010 if the University plans to increase the student enrollment by 150 per year. In that case, the total number of FTE faculty positions will be increased to 82. The calculations were based on the assumption that the faculty-to-student ratio of our peer institutions will have remained constant during the period between 2006 and 2010. (See Appendix 9, page 44, for the information Office of Institutional Equity information and related calculations.)

4. Barriers and Limitations

- Lack of financial resources to implement the action plans.
- Overreliance on student enrollment and tuition.
- Internal fighting for limited resources among units.

d. Course of Action Proposed

Strengthen the existing spousal/partner hiring program with a budget.

1. Action Plans

- University Human Resources (UHR), the Office of the Provost, and the deans should commit to working together to hire and partially fund trailing spouses and partners.
- The Office of the President (specifically, the Dual-Career Network) should maintain a central data base on trailing spouses and partners.
- A central pool of funding and creative incentives should be established and maintained in the Office of the President through the Dual-Career Network to encourage colleges to hire trailing spouses and partners.

2. Metrics

- Place at least 50 percent of trailing spouses or partners by 2010.
- See that at least 90 percent of trailing spouses or partners are granted interviews (as long as the minimum qualifications are met).

3. Resources

- According to the Dual-Career Network, twenty-three trailing spouses or partners enrolled with the Network in the 2005-06 academic year. (See the e-mail from the Dual-Career Network, appendix 10, page 53.) The number should be higher because many cases of trailing spouses or partners have been effectively resolved at the department or college level. Because of the lack of a reporting system, the actual number of trailing spouses or partners is not clear. Among the twenty-three cases handled by the Network, only six have permanent job placements. It means that the other seventeen, or 74 percent of enrollees, still remain on the list and look for a desirable employment opportunity.

- To achieve the goal of “placing at least 50 percent of trailing spouses or partners by 2010,” we need to find employment for twelve people annually and forty-six in total by 2010.
4. Barriers and Limitations
- Positions available.
 - Good match or probationary period.
 - Resources.
 - Location of vacant positions.
- e. **Course of Action Proposed**
Offer daycare for children of faculty, staff, and students, and beyond as feasibility permits.
1. Action Plans
- Vice president for finance and administration should research the expansion, availability, and affordability of the daycare program operated by the University.
 - The University should earmark funding specifically to address the expansion project.
 - Develop partnerships with local daycare providers to meet the needs of our employees and graduate students for child care.
2. Metrics
- By 2010, 75 percent of all daycare needs are met for employees and graduate students.
3. Resources
- The current Child Development Center (8,000- to 12,000-square-foot facility) operated by the University serves about 100 children from 6 weeks through 5 years old each year.
 - Presently, about 275 children are on the waiting list of the daycare facility. It is estimated that about 75 percent of them are related to Ohio University personnel. In other words, roughly 206 of those on the waiting list are children of our faculty, staff, administrators, and graduate students.
 - To achieve the goals (by 2010, 75 percent of all daycare needs of 230 children are met for employees and graduate students), the University should either expand the existing facility by doubling its capacity, build a separate new facility, or work with local daycare providers to accommodate the needs of our employees and graduate students.
 - The instructor-to-child ratio currently at the Child Development Center is 1:7. An additional 130 children may require 19 new instructors. Assuming that the average compensation (salary plus benefits) for an instructor is \$50,000, the 19 new positions will require \$950,000.
4. Barriers and Limitations
- Space/location.
 - Regulations.
 - Staffing.
 - Fee schedule.

f. Course of Action Proposed

Monitor faculty and staff retention rates.

1. Action Plans
 - University Human Resources (UHR) should work with the Office of the Provost to develop a questionnaire to be used in exit interviews.
 - Individual college deans should conduct exit interviews with the faculty members leaving Ohio University and report the information to the Office of the Provost annually.
2. Metrics
 - Retention rate data.
3. Resources
 - N/A
4. Barriers and Limitations
 - No new resources needed.

g. Course of Action Proposed

Establish a process to identify and monitor impediments to successful recruitment of faculty and staff, and monitor such impediments annually.

1. Action Plans
 - The Department of Human Resources and the Office of Institutional Research should work together to develop a system that can provide University administration with information about issues concerning faculty and staff recruitment by fall 2006. Specifically, the Office of Institutional Research should conduct an annual audit to gather information about issues pertaining to faculty recruitment from individual colleges, departments, and schools. A report should be disseminated to the University community.
2. Metrics
 - The annual report.
3. Resources
 - N/A
4. Barriers and Limitations
 - N/A

Recommendation II: Provide support to departments, faculty, and staff to develop increasingly nationally prominent teachers, scholars, and researchers and to foster policies that support the accomplishment of the academic mission. Develop and sustain an Office of Faculty and Staff Development that coordinates all development activities.

a. Course of Action Proposed

Develop policies on compensation increases, promotion and tenure guidelines, and related policies that reward excellence and accomplishments in discovery, teaching, learning, and engagement.

1. Action Plans
 - Human Resources and a University committee composed of representatives of academic units and key academic support units as well as classified and administrative constituency groups develop clear wording that must be included in each unit's promotion and tenure guidelines.
2. Metrics
 - Retention of high-performing faculty in research and teaching.
3. Resources
 - N/A
4. Barriers and Limitations
 - Challenge of getting agreeable outcome. How do you measure excellence and how much it is worth?

b. Course of Action Proposed

Establish a process to encourage faculty to apply for national teaching and creative scholarly awards and staff to apply for national recognition awards in their professional areas.

1. Action Plans
 - Extend responsibilities of the Office of Nationally Competitive Awards to include faculty and staff.
2. Metrics
 - Monitor the number of nationally competitive awards.
3. Resources
 - \$75,000 for increased staff and support for the Office of Nationally Competitive Awards.
4. Barriers and Limitations
 - Reluctance from office to extend from present responsibilities and risk current success for students. Resource availability.

c. Course of Action Proposed

Improve the environment for staff by developing appropriate classifications and career advancement opportunities.

1. Action Plans
 - Human Resources, Classified and Administrative constituency groups should devise normative workload descriptions. Establish resource for staff members who feel workload demands are inappropriate.
2. Metrics
 - Retention data.
3. Resources
 - Adequate staffing for distribution of workload.
4. Barriers and Limitations
 - Limited funds.

d. Course of Action Proposed

Support research, scholarship, and artistry that are inclusive of all viewpoints, especially those of historically underrepresented groups.

1. Action Plans
 - The Office of Institutional Research, the Office of Diversity and a University committee composed of representatives of academic units and key academic support units should establish incentives in the form of honors and monetary compensation for scholarship and artistry that relates to the University goal of increased diversity with a priority for research, scholarship and artistry that relates to historically underrepresented groups. Establish incentives for those who incorporate this kind of research into curriculum.
2. Metrics
 - Success in research. Measuring marks of excellence as indicated by regional, national, or international awards or recognitions. Measuring increase in number of minority students engaged in research and artistry.
3. Resources
 - \$10,000 per year (10 x 1,000 awards/bonuses)
4. Barriers and Limitations
 - Resistance in academic community to value one kind of research above another. Resource availability. Participation from underrepresented groups.

e. Course of Action Proposed

Encourage and facilitate the development of interdisciplinary programs and recognize excellence and significant contributions (both research and teaching) when considering tenure and promotion or awards.

1. Action Plans
 - Provost in consultation with unit heads to establish a policy that requires voting representation of all departments represented in an interdisciplinary hire in decisions for tenure and promotion.
2. Metrics
 - Retention of high-performing interdisciplinary scholars.
3. Resources
 - N/A
4. Barriers and Limitations
 - Resistance on the part of academic departments to cross traditional departmental lines

f. Course of Action Proposed

Set realistic faculty workload expectations, including the possibility of variable and differential workloads that include other activities such as advising.

1. Action Plans
 - The provost should consult with unit heads and departmental chairs and directors to capitalize on the individual strengths of each faculty member.

- Individual planning units should be encouraged to develop flexible workload policies that include other activities, such as advising.
2. Metrics
 - Variable depending on department or college
 3. Resources
 - N/A
 4. Barriers and Limitations
 - Variable workloads may result in a perceived hierarchy of faculty that could result in a less cooperative work environment.

g. Course of Action Proposed

Ensure adequate staffing and funding to permit progress toward the goal of national prominence

1. Action Plans
 - Determine how we compare to our peer institutions in terms of staffing per faculty and per student. Make recommendations for increased staffing as needed.
2. Metrics
 - Measure levels of staff and faculty satisfaction and levels of research productivity.
3. Resources
 - Funding for any additional staffing needed.
4. Barriers and Limitations
 - Lack of resources.

h. Course of Action Proposed

Develop and sustain an Office of Faculty and Staff Development that coordinates all development activities; create a comprehensive Faculty and Staff Development Program.

1. Action Plans
 - University Human Resources (UHR), the Center for Innovations in Technology for Learning (CITL), the Office of Institutional Research (OIR), the Computer Services Center (CSC), and Center for Teaching Excellence (CTE), with input from all constituency groups, should develop a program.
2. Metrics
 - Retention, participation, and job performance/evaluation.
3. Resources
 - Base money for director of lead office to cover additional responsibilities.
4. Barriers and Limitations
 - Ability for these offices to work together and decide who would be lead office/person. Reorganization and coordinating activities that have been performed by different offices. Find clear direction to coordinate. Establish hierarchy of values when assigning resources.

Recommendation III: Establish and implement recruitment and hiring practices that lead to an increasingly diverse and inclusive academic community.

a. Course of Action Proposed

Develop a multiyear funding strategy for multicultural scholarships that allow the University to be competitive in the recruitment of such students.

1. Action Plans
 - The Offices of Financial Aid, University Advancement, and Diversity should determine strategy for multicultural scholarships.
2. Metrics
 - Increase diversity with enrollment.
3. Resources
 - The multiyear funding strategy for multicultural scholarships has been estimated as part of the overall scholarship strategic plan. Increasing student enrollment in the areas of multicultural, nonresident, and high ability is part of Vision OHIO. Therefore, additional funding for more students, as well as increasing the award amounts, should be evaluated every couple of years in order to stay competitive with the recruiting efforts of others. A concerted effort, in conjunction with the Office for University Diversity, will continue on an ongoing basis to evaluate scholarship needs as part of the recruitment strategy.
4. Barriers and Limitations
 - Budget cuts, competition of other priority projects, poor state budget, reduced student enrollment, nonresidential fee, etc.

b. Course of Action Proposed

Establish a comprehensive hiring program with the President's Faculty Diversity Hiring Program as the foundation and with appropriate incentives.

1. Action Plans
 - Research will be conducted and goals will be established relating to diversity hiring programs for each college to implement.
 - The University should set aside funding specifically for minority hiring.
2. Metrics
 - Increase women faculty by 3 percent
 - Increase minority faculty by 1 percent.
3. Resources
 - According to the Office of Institutional Equity (OIE) (see Appendix 10, page 53, for the information), 34.6 percent of the full-time faculty work force, or 323 at Ohio University is women in 2005. To achieve the goal of increasing women faculty by 3 percent with the total number of full-time faculty work force (933) remaining the same, twenty-eight female faculty members should be added. To fill the twenty-eight positions, \$1,722,000 base money is required (i.e., \$61,500 x 28) over the next four years.
 - In 2005, approximately 14.5 percent of the faculty work force at Ohio University or 135 is minority (foreign/internationals are not recorded in

this minority total) according to the data provided by the OIE. Increasing minority faculty by 1 percent would require the University to earmark \$553,500 base budget (i.e., \$61,500 x 9) to recruit additional nine minority faculty members, assuming the total number of faculty at the institution remains the same over the next four years.

4. Barriers and Limitations
 - Too many goals but not enough resources, budget cuts, poor state budget, reduced student enrollment, etc.

Recommendation IV: Strategically recruit, support, develop, and retain academically talented undergraduate and graduate students.

a. **Course of Action Proposed:**

Create a viable, academically driven marketing plan for student recruitment (both undergraduate and graduate).

1. Action plans
 - The director of communications and marketing will have chief responsibility for implementing the plan. It should be developed, however, in conjunction with a University committee composed of representatives of academic units and key academic support units. Both the director of communications and marketing and the academic committee will share accountability—one for the development of the plan and the other for its successful implementation. The plan should be developed and implemented during AY 2006-07.
2. Metrics
 - Success can be measured in creating greater state, regional, national, and international recognition of the academic quality of Ohio University, an achievement that would lead to increasing numbers of applications from which can be built a student body that is diverse and academically talented.
3. Resources
 - An initial investment of \$750,000 in one-time-only money is recommended for the purpose of developing and implementing the first stage of a plan designed to recruit diverse and talented students.
4. Barriers and limitations (include policy change required)
 - Creation of a viable, academically driven marketing plan for student recruitment (both undergraduate and graduate) will require substantial communication and cooperation between academic units and Communications and Marketing. Establishing and retaining an effective working relationship will be a challenge requiring careful thought and clarity of purpose. Although the director of communications and marketing will be accountable for a significant portion of the success of the marketing plan, it must be understood from the outset that the trajectory and substance of any marketing plan aimed at recruiting better and more diverse students is the purview of the academic side of the University.

b. Course of Action Proposed:

Provide additional resources to assist in student recruitment.

Office of Admissions

- Provide funding for staff positions dedicated to establishing and maintaining an effective program to involve alumni in student recruiting.
- Provide funding to create positions for recruiters in key regions.
- Provide funding for on-campus recruiting programming.
- Provide funding for technology to support effective outreach to prospects, applicants, and yield activities for admitted students.
- Provide funding to enable the purchasing of names and contact information for academically promising students.
- Provide funding to develop in conjunction with housing, student affairs, and academic colleges effective recruiting publications.

Colleges

- Provide funding for academic colleges to support consistent faculty involvement in student recruitment.

1. Action Plans

- In the case of the Office of Admissions, the director and staff of that office will be the responsible parties.
- In the case of the colleges, the deans will be the responsible parties.
- Both recruiting plans should be pursued beginning in AY 2006-07.

2. Metrics

- In relation to the Office of Admissions, success will be measured by whether the University receives increased applications and improvements in yield leading to the creation of an academically talented, diverse student body.
- For the colleges, using technology such as Recruitment Plus (which can document interactions between prospective students and faculty), can establish the degree to which faculty involvement in recruiting is assisting in the task of generating more applications and matriculation from academically talented and diverse students.

3. Resources

- \$500,000 base increase for the Office of Admissions. An annually replenished pool of \$250,000 to be used by colleges and distributed on a cooperative basis in accordance with procedures developed by the Academic Leadership Council.

4. Barriers and Limitations

- No significant barriers or limitations exist, nor will any policy changes need to be made.

c. Course of Action Proposed

Charge the Office of Admissions with primary responsibility for multicultural recruiting.

1. Action Plans

- The director of admissions and his staff would become responsible for multicultural recruiting. This centralization of responsibility should take

place prior to the start of AY 2006-07. A task force should be appointed in the summer and be charged with outlining how to coordinate this shift of responsibility.

2. Metrics
 - Evaluate in accordance with whether diversity goals among targeted groups of students are being achieved.
3. Resources
 - To be determined.
4. Barriers and Limitations (include policy change required)
 - Changes in staff may be necessitated both in the Office of Admissions and at the college level.
 - Mechanisms need to be created to insure that coordination is ongoing and meaningful.

d. Course of Action Proposed

Provide additional resources for Office of Financial Aid & Graduate Studies.

Specifically:

- Provide base funding in the Office of Financial Aid for a staffing increase in order to restore its capacity to maintain excellence in serving students and academic units. \$100,000
 - Restore funding removed from Dean's Scholarship pool. \$250,000
 - Add fifty new graduate assistantships added over a period of five years (ten/year) to be awarded through a competition. At least ten of the fifty would be reserved for multicultural or underrepresented students. This would cost \$500,000 for stipends, \$750,000 for tuition scholarships.
 - Implement the Enrollment Management Committee's recommendation "that the University plan to include at least a 1 percent increase in tuition for undergraduate students for at least the next three years to ensure stability in planning for scholarships and financial aid to students. In addition, we request that the policy be established that the scholarships unused in a given year be retained in the scholarship account and not returned to the general fund."
1. Action Plans
 - The director and staff of the Office of Financial Aid (OFA) and the associate provost for graduate studies and staff will be the accountable parties. This recommendation should be implemented as soon as possible (commensurate with funding availability).
 2. Metrics
 - Success will be determined by the matriculation of an academically talented, diverse student body at undergraduate and the graduate levels.
 3. Resources
 - \$350,000 in Office of Financial Aid and \$1,250,000 in Graduate Studies.
 4. Barriers and Limitations (include policy change required)
 - The primary barrier is resource availability.

e. Course of Action Proposed

Invest in programs designed to raise undergraduate retention, specifically.

- Develop and implement a Universitywide First-Year Experience (FYE) program.
 - Commit to the principle of faculty advising. Enhance the quality of academic advising and value/reward excellence in advising.
1. Action Plans
 - The associate provost for undergraduate studies should be given primary responsibility for developing and implementing a FYE program. The deans should be held accountable for issues concerning faculty advising.
 2. Metrics
 - Success can be measured by retention rates.
 3. Resources
 - To be determined by the associate provost for undergraduate studies and the deans.
 4. Barriers and Limitations (include policy change required)
 - Faculty workload is the primary barrier. A new policy on faculty workload must be developed and should take into account faculty participation in a FYE program and academic advising.
- f. **Course of Action Proposed**
Expand the purview of the Office of Nationally Competitive Awards to include graduate student and faculty awards, and create an assistant director position for ONCA and a full-time support staff person.
1. Action Plans
 - The dean of the Honors Tutorial College and the director of the Office of Nationally Competitive Awards will assume accountability for this recommendation. The recommendation should be pursued for AY 2006-07.
 2. Metrics
 - Success in assisting graduate students and faculty to compete effectively for national research and teaching fellowships/awards will provide the appropriate metrics.
 3. Resources
 - \$120,000 base increase for the Honors Tutorial College.
 4. Barriers and Limitations (include policy change required)
 - None
- g. **Course of Action Proposed**
Explore expanded undergraduate Universitywide honors opportunities.
1. Action Plans
 - An exploration of additional undergraduate Universitywide honors opportunities should be undertaken during AY 2006-07. The dean of the Honors Tutorial College should be held accountable for insuring that this review is successful.
 2. Metrics
 3. Resources
 4. Barriers and Limitations (include policy change required)

Appendix 1: The Vision OHIO goals related to quality and diversity

**Vision OHIO
Goals and Metrics in Faculty, Staff, and Student Quality, Diversity, and Prominence**

1. Recruit and retain exceptional faculty and staff for creating and sustaining pre-eminent programs of learning, engagement, and research and scholarship.
 - a. Monitor faculty and staff retention rates.
 - b. Compare salary and compensation with peer institutions with the goal of raising our percentile rank among peers by 15 points by 2010.
 - c. Establish a process to identify and monitor impediments to successful recruitment of faculty and staff by fall 2006 and monitor such impediments annually.*
2. Provide support to departments, faculty, and staff to develop increasingly nationally prominent teachers, scholars, and researchers, and foster policies that support the accomplishment of the academic mission. Develop and sustain an Office of Faculty and Staff Development that coordinates all development activities:
 - a. Develop and begin monitoring faculty and staff development programs in instruction, research, and grant submission by fall 2006.
 - b. Develop policies on compensation increases, promotion and tenure guidelines, and related policies that reward accomplishments in discovery, learning, and engagement by fall 2007.
 - c. Establish a process to encourage faculty to apply for national teaching and creative and scholarly awards and staff to apply for national recognition awards in their professional areas by January 2006, and annually assess the number of such awards attained with a goal of a 20 percent increase by 2010.*
3. Establish and implement recruitment and hiring practices that lead to an increasingly diverse and inclusive academic community.
 - a. Develop a multiyear funding strategy for multicultural scholarships that allows the University to be competitive in the recruitment of such students by January 2006.*
 - b. Establish a comprehensive hiring program with the President's Faculty Diversity Hiring Program as the foundation and with appropriate incentives by fall 2006.
 - c. Annually over the next five years increase women faculty by 3 percent, minority faculty by 1 percent, administrative minority staff by 2.3 percent, administrative women staff by 2.2 percent and classified minority staff by two hires
 - d. Annually over the next five years increase African American students by 2 percent, Hispanic students by 1 percent.
 - e. Increase the African American and Hispanic student retention rates by 2 percent by 2006-07 and the graduation rate by 2 percent in 2005-06.
4. Strategically recruit, support, develop and retain academically talented undergraduate and graduate students.
 - a. Monitor annually the reasons undergraduate and graduate-student applicants decline Ohio University's admission offers to attend other institutions.*
 - b. Conduct an annual assessment of the enrollment management and financial aid strategies to assess their impact on recruitment of talented students.

Appendix 2: Meeting minutes or summaries

First Meeting Summary

This message is to provide a brief summary of what we have discussed at the Team's first meeting we had yesterday morning.

1. One of the initial tasks of the team is to define diversity so that all the team members will have the same understanding of the concept and issues related to it.
2. The four goals in Vision OHIO related to quality and diversity of the faculty, staff and students have two focuses: one on faculty and staff, and the other one on students. As thus, the implementation team has been divided into two subcommittees. Each of them will deal with implementation charges specifically related to a particular focus. The members of each subcommittee could then subdivide themselves into 3 to 4 groups to work on those charges.
3. All members attended the meeting concurred that the team should meet regularly every other week on Wednesday at 10:00 am-11:00 am this quarter. The members on each subcommittee are encouraged to meet during the off week.
4. A Blackboard course will be created for the purpose of disseminating information among team members.

The following is the membership information about the two subcommittees

Faculty and Staff Subcommittee (9 people)

Kathy Cain, Patricia Cue, Janet Duerr, Wendy Kaaz, Beth Maxon, Ming Li, Brenda Noftz, Bill Smith, Fred Toner

Student Subcommittee (9 people)

Ann Fidler, David Garcia, Sandra Haggerty, Molly Meyer, Micah Mitchell, Andrew Stuart, Chris Taylor, Matt White, Soni Williams

Quality and Diversity Implementation Team

Faculty, Staff and Student Quality and Diversity Team Meeting Minutes Wednesday, October 19, 2005, 10:00 am-11:00 am

Committee members Fred Toner and Ann Fidler were introduced as they had been unable to attend the previous meeting. Hugh Sherman was attending the meeting as a resource person from the Executive Team.

A roster listing the membership of all the implementation teams was distributed. Most committees have co-chairs, as faculty members have been appointed to these positions to ensure faculty involvement in the process.

1. Chair's Update - Ming Li

Ming reported on the executive team meeting and the answers to the questions that we had raised at our last meeting.

A. Metrics, can they be modified changed? Response was that the metrics in the plan are a starting point; part of the committee's job is to identify/define appropriate metrics for assessing the success of the plan.

B. Accessibility will be added as a core value to the document.

C. Understanding of the concepts of Fine Arts will be added to the document.

D. More faculty have been added to the Support and Accountability Taskforce.

E. The Resources Team will be studying other institutions to find best practices for implementing the new budget process to avoid the pitfalls that other institutions have encountered.

2. Report from the Student Subcommittee - Soni Williams

The Student working group met on Monday. The group divided into two sub groups, one for undergraduate students and one for graduate students. Each group will examine recruitment/retention issues for their respective student group. Six members of the subcommittee will be on the undergraduate group and three will be on the graduate group. The committee will be meeting weekly and we will be gathering statistics and interviewing interested groups first. The committee asked for clarification of the time line. Ming Li responded that our goal is to be finished by the end of the year.

3. A question came from the preceding discussion about what quality issues we should be examining. The answer was that we are examining the issues of quality from the standpoint of the quality of the Faculty and what we need to do to recruit/retain quality faculty and the academic quality of our students and the work that we need to do to recruit/retain high quality students. This is aimed at increasing the national prominence of the institution as a whole.

4. Our goal is to follow this process:

We identify the barriers to faculty student recruitment/retention, both for high quality and for high diversity.

We identify prospective solutions to these barriers and propose a budget for resources and a timeline for removal/mitigation of the barriers, and we identify the metrics to measure our progress.

We can do surveys and focus groups to gather information. This will tie into a survey that will be done by Institutional Equity shortly, first to faculty, then staff, then students. The committee will have an opportunity to review the questions this week, as the survey will be going out shortly. We

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can then use the survey results to focus groups, which we will use to collect information and develop recommendations.

5. Blackboard Demonstration

Ming Li demonstrated the Blackboard course that will be used for sharing information and updates. The discussion board feature will be used to develop our definitions of Diversity and quality.

6. We will work on identifying interested campus groups and barriers to quality and diversity for the next meeting.

Next full committee meeting November 2, 2005 10:00am

Submitted by Andrew Stuart

Quality and Diversity Implementation Team

Quality and Diversity Implementation Team Meeting
Wednesday, November 2, 2005
10:00 am-11:00 am

Minutes

Here are the minutes of the Quality/Diversity Implementation Team meeting held on November 2, 2005. A copy of these minutes is also available on Blackboard. The next meeting is November 16th. On the agenda are two proposals relating to student quality that the provost, president, and deans asked me to route through our committee. They are attached to this document and posted to Blackboard.

IMPORTANT: Please send the following to Ming Li by Wednesday, November 9th:

1. Five one hour time slots that you will be available during Winter Quarter. Ming would like to select a time for our meetings before the end of the quarter so that we can incorporate them into our schedules.
2. Please send along recommendations of "interest groups" of faculty, students, and staffs who should be part of the communication strategy for our implementation team.

Report on Developments in the Executive Implementation Committee.

The Resource Implementation Team brought to the table the observation that one of the important steps in helping people understand the operation of "responsibility centered budgeting" is to discuss how University budgeting worked in the past. A recommendation was made to make available how budgeting worked for selected programs in the past and how it would work under an RCB model.

A recommendation was made that the provost's home page include links to college, school, and departmental strategic plans.

There was discussion on how to get participation from faculty, staff, and students who have yet to become involved in the Vision OHIO process. One suggestion was to make sure that each of the senates and the academic leaderships groups (deans & chairs/directors) have regular updates from the Executive Committee.

Also brought to the table was the suggestion that the provost send out a summary letter which reports on common areas of concern that have arisen out of the 20+ forums she has attended. A key element of such a letter would be specific responses to those concerns. The goal of the letter would be to demonstrate to the campus that progress is being made.

Subcommittees

Report of Dave Garcia, Student Subcommittee

This group meets every Monday on the weeks that we don't meet as a committee as a whole. The next meeting will be November 7th in Baker Center at 1:00 p.m. At the last meeting, the group

discussed what entities should the subcommittee go to in order to secure input about barriers and solutions. Also discussed was the identification of other Vision OHIO groups which would be appropriate partners for coordination of our efforts.

Report of Ming Li, Faculty & Staff Subcommittee

November 9th is the next meeting of this group. If you don't know the time and place check with Ming.

Members of this group discussed the issue of whether quality needed to have a common definition or whether it needed to be left to individual units and disciplines. Also talked about was the need to keep focused on the issues of recruiting and retaining faculty and staff. The subcommittee decided to undergo a fission process and form smaller working groups. One group is to look at the best practices of peer institutions in relation to recruiting and retaining quality faculty and staff. The other is to take a look at past studies and documents generated at Ohio University as a means of identifying barriers and solutions that have already been put on the table. Eventually these working groups plan to use cold fusion techniques to recombine for the purpose of producing a matrix that brings together best practices and the findings from the exploration of past task forces, committees, blue ribbon panels, and white papers. As these working groups find useful documents or information they will post them to our Blackboard site.

Miscellaneous

Ming presented a flowchart that outlines the broad goals of the implementation team and a timeline by which those goals should be accomplished. The flowchart was acknowledged to be useful and will be posted on the Blackboard site for committee members who were unable to attend the meeting.

Ming mentioned that if the committee encounters issues or obstacles that can't be resolved within the parameters of our collective expertise that Provost Krendl might consider providing the wherewithal to bring in an appropriate consultant or send implementation team members to other universities where best practices are flourishing.

I passed out two documents with budgetary proposals relating to student quality & national prominence. Discussion ensued about how to deal with these proposals in light of the possibility that additional proposals may come to the committee later in the process. Consideration of this issue along with others relating to how we as an implementation team actually implement things will form part of our next conversation on November 16th.

Prepared by Ann Fidler

Quality and Diversity Implementation Team

Quality and Diversity Implementation Team Meeting
Grover Center E215
Tuesday, December 20, 2005, 10:00 am-11:00 am

Minutes

1. Chair's Update - Ming Li
Ming gave a report on the executive team meeting and informed the committee that a specific web link to each of the implementation teams' web sites has been developed on the provost web site. It is individual implementation team's responsibility to maintain the site.
2. Report from the Subcommittees
Dave Garcia, Fred Toner and Ming Li gave brief reports on progresses of their working groups. Then, the committee spent some time in discussing the barriers (e.g., insufficiency in funding) that affect student retention and suggested that institutional efforts of retention should be focused on the first year students.
3. The committee decided that each subcommittee/individual working group should send Ming a copy of an electronic report on its progress before January 11, 2006. Ming will then compile a comprehensive progress report for fall 2005 based on the information submitted. The report will be uploaded to the implementation team's web site.
4. The committee advised Ming to set up a meeting schedule for winter 2006 immediately.

Quality and Diversity Implementation Team

Meeting Summary
February 20, 2006

Dear Colleagues,

This message to give you a summary of the meeting that our implementation team had yesterday. The members attended the meeting believed that we have had enough information to formulate our recommendations. As such, we should go ahead to work on the remaining charges given to our team (i.e., outlining processes and timeline for realizing each goal, developing a prioritized budget for implementing the goals, and identifying the groups responsible for realizing each goal).

We will continue to use the current two-subcommittee structure and have each of the subcommittees to work on the charges related to its focus. Specifically, each subcommittee should review the comments received from the two open forums to see if there is any new concern or barrier that needs to be added. While working on the recommendations of strategies to deal with the identified barriers, each subcommittee should also review the strategic plans submitted by individual colleges to the provost to see if there are points that support our recommendations, or if there are things that should be added.

The deadline for our final recommendations is June 1. However, the team members attended the meeting felt that we should try to turn our report in early so that members of the Implementation Executive Team would have a chance to start some work before summer. In the final report, we need to suggest a process, a timeline, a budget, and designated/responsible persons or units to implement each of the recommendations we put forward.

The team will review the recommendations from the student subcommittee at our next meeting or two first. We will put a closure to the section on student recruitment and retention before we will look at the recommendations on faculty and staff recruitment and retention.

Our next whole implementation team meeting is on Monday, March 6 in Grover W129 at 10:00 am-11:00 am.

Thank you.

Ming Li

Quality and Diversity Implementation Team

Meeting Summary March 27, 2006

Dear Members of the Quality and Diversity Implementation Team,

About 10 people attended the first team meeting in spring quarter yesterday morning. The issue in terms of how the team should proceed to complete the given charges in the remaining weeks of the quarter was discussed. Since Ming will be presenting a progress report to the Executive Implementation Team on Wednesday, April 12, it is recommended that:

1. Both the Student Subcommittee, and the Faculty and Staff Subcommittee should meet before Monday, April 10 to come up with their recommendations in recruitment and retention, respectively.
2. Ann Fidler will assist Dave Garcia with convening the Student Subcommittee.
3. The full committee should extend its meeting scheduled on Monday, April 10 to two hours (i.e., from 10:00 am-12:00 noon) to discuss all the recommendations.
4. The team should invite Charlene Smith as a representative from the Office of the Provost to all of its meetings.
5. At the Executive Implementation Team meeting, Ming will ask for comments and input from other implementation teams.

All the remaining meetings will be held in the same room, Grover W133.

Thank you.

Ming

Quality and Diversity Implementation Team

Summary of Quality and Diversity Implementation Team Meeting Friday, April 23, 2006 R-TECH 223

1. We reviewed the one-page progress summary submitted by each implementation team.
2. We discussed other implementation teams' recommendations in terms of whether or no they were in congruence with our recommendations.
3. We decided that representative(s) from our team should set up meetings with other implementation teams that may present similar recommendations like ours to talk about how we can put forward the same recommendations. The following is the information about our representatives and the implementation teams they will contact.

Ann Fidler - Undergraduate Priority Team
Fred Toner & Wendy Kaaz- Graduate Priority Team
Brenda Noftz & Beth Maxon - Partnership Team
Ming Li - Research and Creative Team

Quality and Diversity Implementation Team

Meeting Summary May 8, 2006

Dear Members of the Q & D Implementation Team,

The following is a recap of what we have talked about at our Monday=s meeting.

1. A brief report on the May 3 Vision OHIO Symposium and the results of the discussion on one of the action plans/recommendations (i.e., *to implement a comprehensive hiring program that facilitates Aopportunity@ diversity and spousal/partner hiring with appropriate incentives*) for one of the Vision OHIO goals in diversity (i.e., *to establish and implement recruitment and hiring practices that lead to a diverse and inclusive academic community*) were presented.
2. The format suggested for the final report was discussed.
3. It was agreed upon by the members who attended to the meeting that
 - a. Each subcommittee will follow the format to draft its final report and will submit it to Ming by Thursday, May 18. Ming will piece all the submissions on Friday, May 19 and send the initial draft to the implementation team members to review. We will have a meeting to talk about the final report on Monday, May 22 at 10:00 am - 12:00 noon in R-TECH 223.
 - b. Ming will work on the Introduction section.

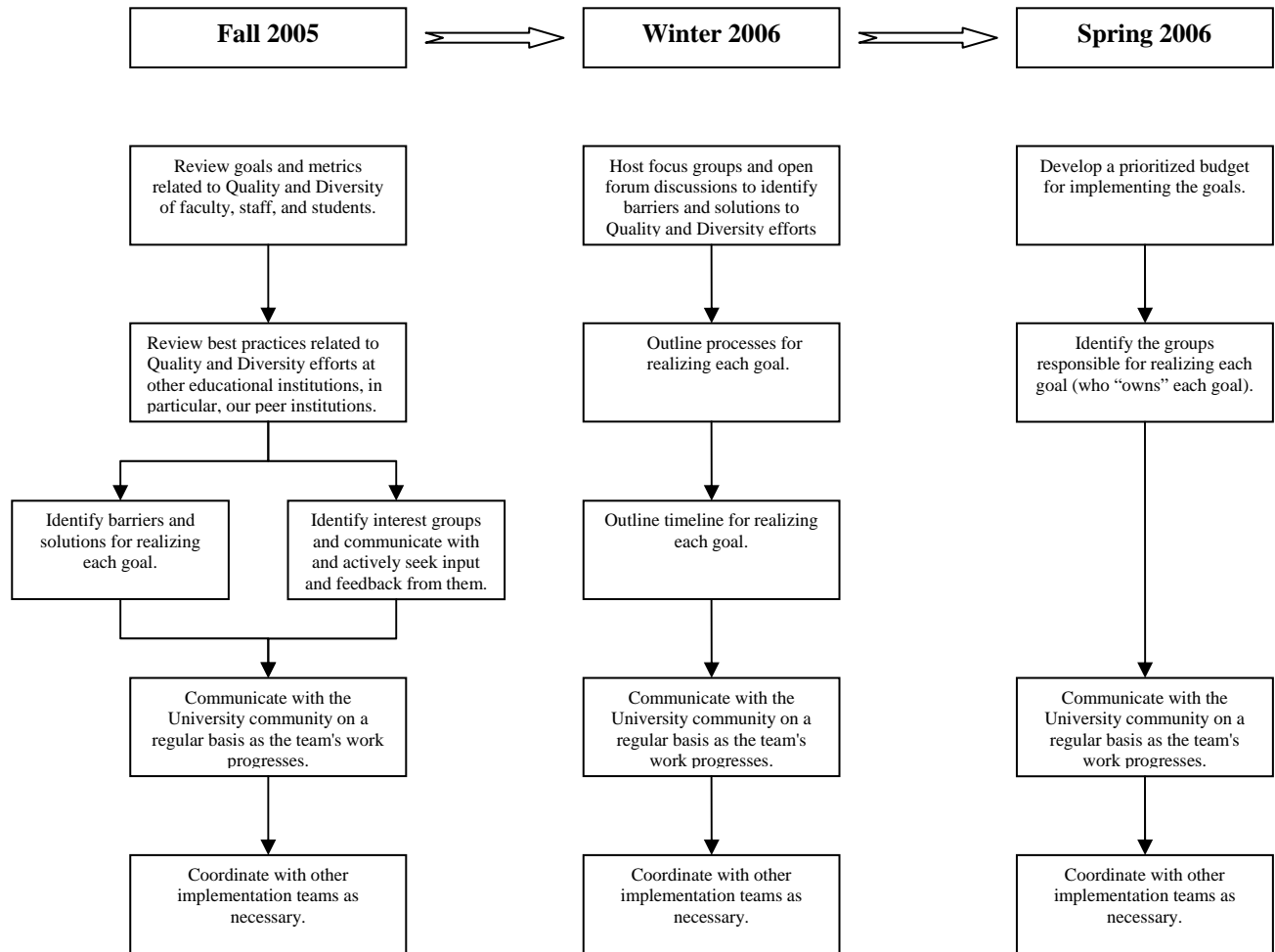
Note: At this morning=s Implementation Executive Team meeting, the format for the final report was revised again. The following is the suggested format for the final report as of May 10, 2006. Please note that the resource required to implementation the action plan is added back to the report.

- I. Introduction
 - a. Charges to the Team
 - b. Membership with position and department
 - c. Process overview (what the implementation team has done to generate the recommendations)
- II. Recommendation
 - a. Course of action proposed
 - b. Action plans (who, what, when...)
 - c. Metrics
 - d. Resources
 - e. Barriers and limitations (include policy change required)

Appendix

- i. Process for gathering information (peer institution review., campus visits, open forums, focus groups, prior reports, etc.)
- ii. Areas of omission and overlap (if applicable)

Appendix 3: Implementation timeline



Appendix 4: Identified barriers

Quality and Diversity Implementation Team
Identified Barriers
February 8, 2006

As the four goals in Vision OHIO related to quality and diversity of the faculty, staff, and students have two separate focuses, the members of the implementation team divided themselves into two subcommittees to work on the implementation charges, one focusing on faculty and staff, and the other one centering on students. The following report is a summary of the tasks that have been accomplished by the implementation team in fall 2005.

- I. Identified barriers to the recruitment and retention of quality and diverse students.
 - A. Barriers in recruitment undergraduate and graduate students
 1. Lack of a University marketing plan with financial resources to deal with:
 - a. Freshmen, transfer, and international students
 - b. High-ability students
 - c. Out-of-state students
 - d. Multicultural students
 - e. International undergraduate and graduate students
 2. Lack of competitive financial aid packages to recruit:
 - a. High-ability students
 - b. Multicultural students
 - c. Out-of-state students
 - d. Graduate students
 3. Lack of financial resources for both the undergraduate and graduate admissions offices to sufficiently and effectively handle matters related to recruitment:
 - a. Out-of-state recruitment
 - (1) Regional admission adviser for the NY/Maryland area
 - b. International recruitment
 - (1) Annual funds to travel abroad for recruitment purposes
 - c. Staffing
 - (1) Staff members for the University Diversity Office
 - (2) More graduate-assistant positions
 - d. Programming
 - (1) Increase the number of campus-visit programs for both undergraduate and graduate admissions.
 - (2) Make admissions a high priority for scheduling programs.
 - (3) Host more receptions for admitted students.
 - (4) Host more multicultural campus-visit programs.
 - (5) Host more scholar-day programs.
 - (6) Host more transfer-day programs.
 - (7) Develop programs for high school guidance counselors.
 - (8) Develop programs for relocate students from the regional campuses.
 - (9) Conduct programs for the Urban and Appalachian Scholars programs.

- e. New Initiatives
 - (1) Expand the Volunteer Alumni Admissions Network (VAAN).
 - (2) Establish an early-outreach program.
 - (a) Purchase sophomore and junior names.
 - (b) Recruitment activities in junior high schools.
 - (c) Publications for this market.
 - (3) Develop relationships with community agencies and organizations.
 - (4) Expand the recruitment efforts into new states.
 - 4. Lack of Academic Programs
 - a. Honors Program
 - (1) For high-ability students not interested in HTC, we need to offer an alternative Honors Program.
 - b. Majors
 - (1) Athens campus should add Nursing as a BSN major.
 - (2) A calculated growth study for majors should be conducted to determine space availability and number of faculty necessary to teach the course loads.
- B. Barriers in retention of undergraduate and graduate students
- 1. Lack of faculty involvement
 - a. Lack of incentives for faculty involvement in assisting with recruitment activities. Such activity is not seen as positive for the tenure process.
 - b. Lack of incentives for faculty involvement in assisting with high-ability students (HTC). Such work should be rewarded in a consistent and substantial way in the promotion and tenure process and in merit evaluations.
 - c. Increased emphasis on research and grants has strained faculty time and priorities.
 - 2. Lack of quality academic advising
 - a. Some departments have a high adviser-to-advisee ratio, therefore not allowing enough time for quality advising.
 - 3. Lack of quality resident assistants in the residence halls.
 - a. Increased number of students living in the residence halls, therefore increasing the ratio of students to RAs.
 - 4. Lack acquainting new freshmen with campus activities and programs.
 - a. Freshmen feel that they are not part of the campus community.
 - b. Freshmen have a hard time developing a network of friends.
 - 5. Party-school environment
 - a. Some students have left because of the party scene.
- II. Identified barriers to the recruitment and retention of quality and diverse faculty and staff.
- A. Incentives
 - 1. Salaries and other monetary incentives (signing bonuses, startup funds for research, etc.) below the average of those at peer institutions.
 - 2. Workload
 - a. More hours expected in instruction than at peer institutions.
 - b. Insufficient support staff (secretarial, technical, grant-writing, etc.).
 - c. Small number of faculty relative to number of students.
 - (1) More required committee work/service responsibilities.

- (2) Less flexibility in teaching assignments.
 - (3) More advising responsibilities.
 - d. Need for good approach for using faculty resources.
 - (1) Differential workloads.
 - 3. Space
 - a. Insufficient (in quality and quantity) research space.
 - b. Insufficient classroom space.
 - c. Limited office space.
 - 4. Spousal/Partner Career Accommodations
 - a. Unsuccessful spousal/partner hiring program.
 - (1) Employment for spouse/partner generally requires a long commute.
 - (2) Professional fulfillment of spouse/partner goes unmet.
 - (3) Position is undesirable relative to the spouse/partner's education and qualifications.
 - 5. Daycare
 - a. Insufficient plan for an available and affordable quality daycare program.
- B. Communication and Marketing
 - 1. Insufficient funding and guidance for recruiting strategies.
 - 2. Complexity of recruiting for specialized disciplines.
 - 3. Insufficient institutional awareness.
 - a. Internal
 - b. External
 - 4. Little marketing of opportunities/benefits of living in Southeastern Ohio.
- C. Institutional support
 - 1. Mentoring and support systems for faculty and staff are insufficient and not uniformly available.
 - 2. Diversity-related initiatives are provided by several administrative areas on campus. Inadequate resources and delineation for responsibilities create access and consistency issues.
 - 3. Need for institutional strategy to value all employee groups.
 - a. Need clear policy to recognize performance that exceeds expectations.
 - b. Need clear and consistent policy for accountability and assistance for performance problems.
 - 4. Current structure of University hinders the development of interdisciplinary programs.

Appendix 5: Identified best practices by peer institutions

Best practices of selected institutions (*Clemson University, Indiana University, UNC - Chapel Hill, University of Missouri, University of New Hampshire, University of Tennessee, Washington State University*)

- A. The common strategic goals of peer institutions concerning the recruitment and retention of quality and diverse students, faculty, and staff:
1. Improve recruitment, retention, and development of students, faculty, and staff
 - a. Increase base salaries, benefits, and compensation packages to competitive levels.
 - b. Streamline the recruiting process and incorporate a spousal/partner hiring program.
 - c. Design a formal sabbatical program.
 - d. Recognize and reward superb teaching.
 - e. Develop faculty resources and tools that further improve teaching and research quality.
 - f. Provide student advising and mentoring that empowers students to complete their programs of study, improves retention, increases student satisfaction, and bolsters academic achievement.
 2. Increase diversity among faculty, students, and staff to build a diverse, inclusive campus community
 - a. Continue successful minority student recruitment efforts and increase support for minority faculty recruitment and scholarship programs.
 - b. Integrate the needs and concerns of African-Americans, Native Americans, Latinos, and Asians into the curriculum and daily life.
 - c. Increase partnerships with historically minority universities.
- B. The strategies proposed to accomplish the goals:
1. Improve recruitment and retention of faculty and staff.
 - a. Explore, in conjunction with the Office of the President, a flexible personnel system.
 - b. Provide fair, competitive compensation and benefits for all employees (including graduate assistants).
 1. Develop a long-term plan for raising faculty salaries to competitive levels with those of peer institutions
 2. Review staff salary and benefits to develop funding strategies for maintaining competitive compensation packages
 - a. Monitor faculty appointment and recruitment process
 - b. Develop a communication and networking process for spousal/partner hiring opportunities at regional colleges, universities, and research enterprises.
 - c. Develop a plan for establishing a fully funded sabbatical program consistent with programs provided by peer universities.
 - d. Prepare a sabbatical policy and implementation guidelines.
 - e. Monitor progress on implementing recommendations for improving the promotion and tenure process.
 - f. Document annually how teaching accomplishments are afforded appropriate recognition and reward through tenure, promotion, and salary increases (teaching award nominations doubled, all deans required to review and update salary

