Resolution for Maintaining the Quality of Academic Programs
in the Mission Driven Allocation Budget Model

Whereas the Faculty strongly support the principles of transparency, accountability, and investments in mission-aligned growth of high quality academic programs;

Whereas the Faculty acknowledge the potential advantage of moving decision making closer to the academic units;

Whereas the Faculty acknowledge the potential advantage of a budget model that rewards targeted growth, but also recognize that not all growth is measured in terms of reduced expenses or increased tuition revenue, degree completions or externally funded grants and contracts;

Whereas the Faculty are wary that the University's move to a Mission Driven Allocation budget model holds the peril to potentially blur the distinction between the University's mission as a public institution towards the mission of a for-profit/private institution;

Whereas the Faculty are concerned that the Mission Driven Allocation budget model as presented by the University appears to be a "perpetual growth" model without any adjustments or consideration of a unit's optimal performance within the current economic climate or other constraints upon Ohio's system of higher education; and

Whereas the Faculty are deeply concerned the University's move to a Mission Driven Allocation budget model may have unintended negative impact on aspects of the university mission not explicitly tied to net growth of revenue in the academic units; now, therefore, be it

Resolved, that the Faculty Senate recommends

1. incentivizing quantifiable enhancements in program quality even if these require increased investments or result in decreased revenues;
2. maintaining and enhancing instructional quality by prioritizing full-time faculty under sustainable loading. Accordingly, use of adjuncts or faculty overloads exceeding the number of such sections in the baseline year will result in the academic unit paying the difference between the average cost of full-time faculty instruction in the academic unit and cost of adjunct/overload instruction into a university level subvention pool set aside to support dual position hires, diversity hires and faculty start-up packages;
3. incentivizing new collaborative inter-unit academic and research programs via equitable sharing of all forms of generated revenue and driving creation of joint-instructional opportunities and other multi-disciplinary academic enterprises;
4. incentivizing innovation and growth within academic units at all levels by directing a significant portion of the revenue generated by an academic unit (e.g. department) to that individual unit so that units such as departments, research centers, and collaborative programs directly benefit from their investments for innovation and capitalization for sustaining growth;
5. incentivizing innovation and growth in high-cost, clinical, and professional disciplines by universally incorporating the SSI differential cost of instruction into the model;
6. incentivizing completions of all credentials, in that the model will fiscally value the award of academic certificates and licensures in addition to degree completions;
7. maintaining and enhancing the university shared-resource environment by adopting a provost-level policy preventing academic units from duplicating or moving central university services (such as marketing, recruiting, remedial education, career services) into local units as a remedy for ineffective or inefficient university services; and
8. implementation of timely accountability and transparency of auxiliary and service units by publishing and adhering to a specific timeline for each phase of the rollout of the budget model.