



Faculty Meeting June 8, 2020



Budget Questions

- What were the landscaping (lawn mowing) charges during that time- have you considered saving on that since the campus is empty?
- How much do we save in energy costs?

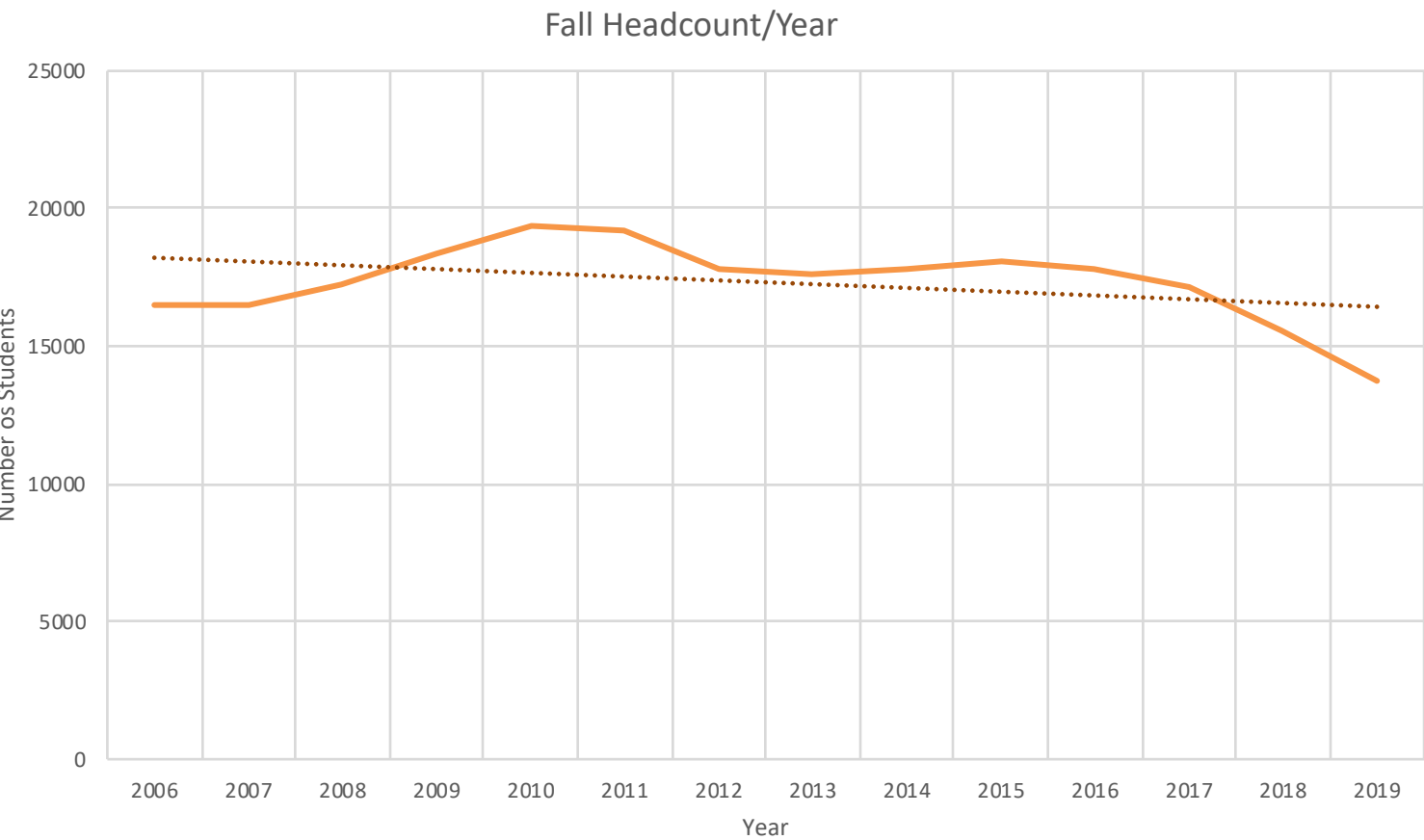
Budget Questions

- How about parking?
 - Student Parking Refunds/Credits
 - Total : \$260,412

Budget Questions

- What is the broad picture for how the university intends to cut expenditures by \$30 - 50M?
- How will those cuts be distributed across elements of the budget?
 - We have heard about a few pieces of the puzzle
 - VRIP, athletics reductions, presumed admin cuts with restructuring

Total University Student Headcount



Fall	Headcount
2006	16472
2007	16501
2008	17250
2009	18376
2010	19372
2011	19181
2012	17781
2013	17590
2014	17778
2015	18057
2016	17771
2017	17108
2018	15558
2019	13742

Total headcount at present for Fall 2020 is tracking at 10,245 students

Budget Questions

- Why, after all of these years, do we still not know with some certainty what the numbers are?
- How can, within a week, we go from a 11.5 billion dollar deficit to a situation where we have no deficit?
- Can you understand why folks don't trust the administrative narrative about university finances?

Budget Questions

- Everyone is going to have to make sacrifices to get our budget back in decent shape. Staff have already gone through more than one series of cuts and the admin is taking a pay cut.
- What kind of sacrifices are you going to ask the faculty to make?

Budget Questions

- Please breakdown "compensation" into line items such as faculty, staff, admin, etc

WRIGHT STATE UNIVERSITY

Class	Total Annl Sal		Total FTE	Total Headct
Admin Faculty	3,160,963.48	2.3%	20.00	20
BUFM	45,144,570.53	32.5%	524.75	527
CLS-NonBarg-FT	6,604,843.70	4.7%	174.25	177
CLS-NonBarg-PT	130,986.70	0.1%	3.08	10
Faculty-Adjunct	2,584,236.41	1.9%	87.42	868
Faculty-NonBUFM FT	20,982,105.47	15.1%	197.83	200
Faculty-NonBUFM PT	492,704.29	0.4%	4.38	15
FOP-COMM	1,051,523.20	0.8%	21.00	21
TMAIN	4,092,108.80	2.9%	115.75	117
UNCL Hourly-FT	4,197,471.60	3.0%	107.85	113
UNCL Hourly-PT	3,149,817.35	2.3%	73.25	255
UNCL Salary-FT	47,047,313.74	33.8%	682.42	689
UNCL Salary-PT	429,031.40	0.3%	1.52	16
Totals	139,067,676.67		2,013.50	3,028

How do you calculate student to Faculty Ratio

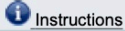
- Divide the total FTE of undergraduate students enrolled in for-credit courses by the total FTE of instructors teaching undergraduate for-credit courses.
- IPEDS provides a worksheet for schools to use to derive the student-to-faculty ratio and we used the worksheet to determine our Fall 2019 faculty-to-student ratios

This worksheet is designed to help you determine your institution's student-to-faculty ratio.

Data entered on this worksheet will NOT be collected or saved. Therefore, please PRINT this screen if you would like to refer to the ratio calculation for your institution at a later time.

The term "stand-alone graduate or professional program" used below is defined as a graduate or professional programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (often referred to as "independent" programs).

Note: The logic used for this calculation is similar to item I-2 from the Common Data Set data collection.



Students, Fall 2019

FULL-TIME STUDENTS:

F1	Total full-time students from Part A	8447
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Full-time Student Exclusion (Line F2):

F2	Of the full-time students reported in Line F1, the number enrolled in stand-alone graduate or professional programs	1221
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F3	Total adjusted full-time student count (Line F1 - F2)	7226
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PART-TIME STUDENTS:

F4	Total part-time students from Part A	3909
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Part-time Student Exclusion (Line F5):

F5	Of the part-time students reported in Line F4, the number enrolled in stand-alone graduate or professional programs	1764
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F6	Total adjusted part-time student count (Line F4 - F5)	2145
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F7	Full-time equivalent of adjusted part-time student count (Line F6 * 1/3)	715
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F8	Total adjusted full-time equivalent students (Line F3 + F7)	7941
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Instructional Staff, Fall 2019

FULL-TIME INSTRUCTIONAL STAFF:

F9	Number of full-time instructional staff (non-medical) as reported on the HR survey component	506
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Full-time Instructional Staff Exclusions (Line F10A and 10B):

(Note: an individual instructor meeting both exclusion criteria should only be reported in ONE exclusion line item.)

F10A	Of the full-time instructional staff reported in Line F9, the number teaching exclusively in stand-alone graduate or professional programs	62
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F10B	Of the full-time instructional staff reported in Line F9, the number teaching exclusively non-credit courses	6
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F11	Total adjusted full-time instructional staff (Line F9 - (F10A + F10B))	438	
PART-TIME INSTRUCTIONAL STAFF:			
F12	Number of part-time instructional staff (non-medical) as reported on the HR survey component	373	
Part-time Instructional Staff Exclusions (Line F13A and 13B): (Note: an individual instructor meeting both exclusion criteria should only be reported in ONE exclusion line item.)			
F13A	Of the part-time instructional staff reported in Line F12, the number teaching exclusively in stand-alone graduate or professional programs	40	
F13B	Of the part-time instructional staff reported in Line F12, the number teaching exclusively non-credit courses	26	
Part-time Instructional Staff Addition (Line F14):			
F14	Number of administrators, or other staff not reported to IPEDS as instructors, that are teaching a credit course(s) in the Fall	149	
F15	Total adjusted part-time instructional staff (Line F12 - (F13A + F13B) + F14)	456	
F16	Full-time equivalent of adjusted part-time instructional staff (Line F15 * 1/3)	152	
F17	Total full-time equivalent of adjusted instructional staff (Line F11 + F16)	590	
F18	Student-to-faculty ratio (Line F8/F17)	13	to 1

Faculty to Student Ratios

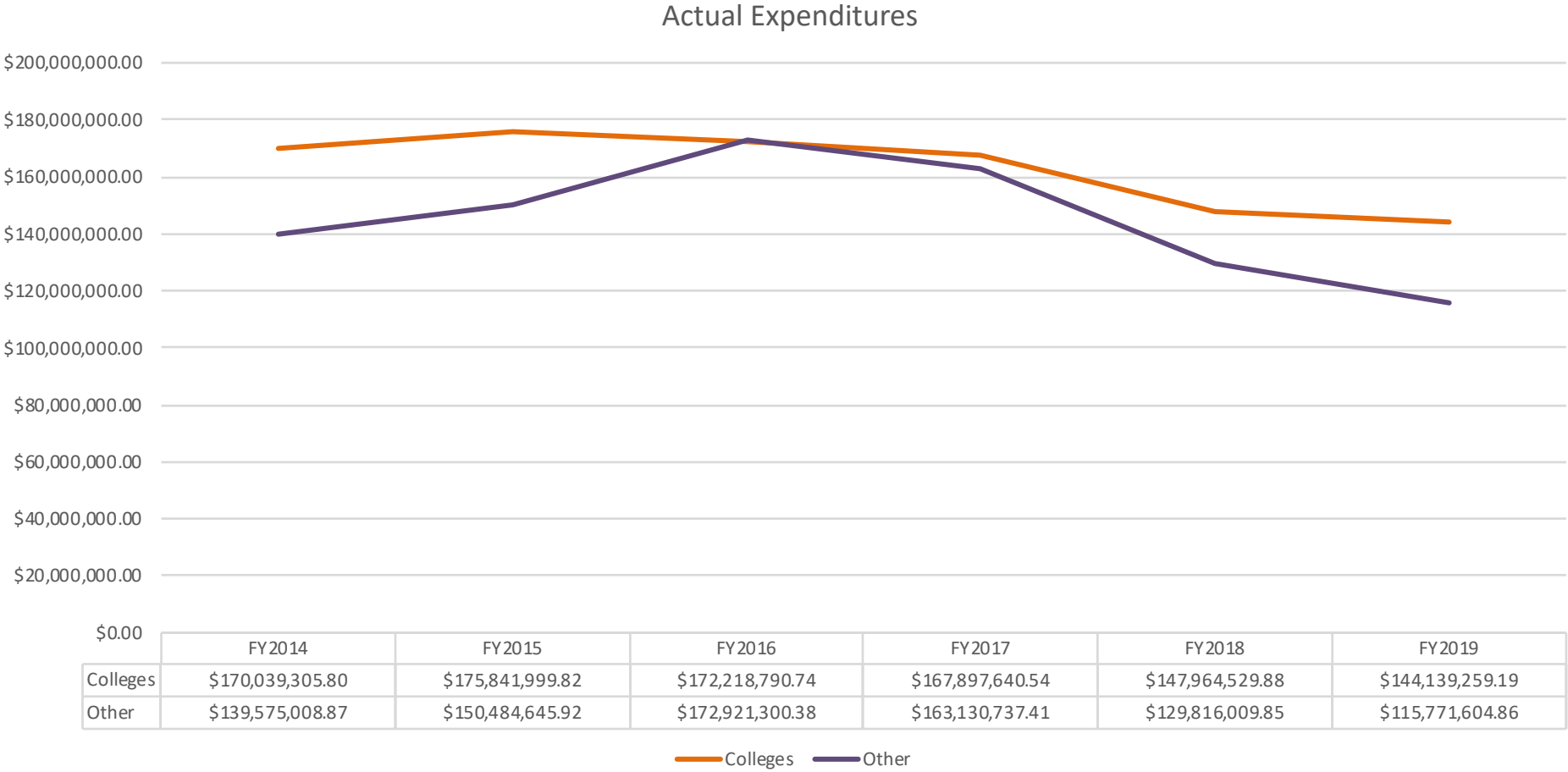
Fall Student-to-Faculty Ratios for Select Postsecondary Institutions in Ohio, Main Campuses 2008-2018

Institution name	Fall										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Bowling Green State University-Main Campus	17	17	18	18	18	18	19	20	18	18	17
Central State University	16	16	14	16	13	13	12	13	13	13	15
Cleveland State University	16	16	13	15	18	19	17	18	17	17	16
Kent State University at Kent	35	20	20	21	21	21	21	21	21	20	20
Miami University-Oxford	17	17	17	16	16	16	17	15	15	14	13
Northeast Ohio Medical University											
Ohio State University-Main Campus	19	15	19	19	19	19	18	19	19	19	19
Ohio University-Main Campus	20	19	19	20	19	18	18	18	18	17	17
Shawnee State University	18	19	20	20	19	19	16	17	15	15	14
University of Akron Main Campus	19	20	21	21	21	20	19	19	17	18	18
University of Cincinnati-Main Campus	14	16	16	17	17	17	18	18	17	16	16
University of Dayton	17	15	15	15	16	14	15	16	15	15	14
University of Toledo	16	19	19	19	19	21	20	20	21	21	20
Wright State University-Dayton Campus	17	17	23	24	22	21	22	22	17	14	15
Youngstown State University	19	18	19	19	18	17	15	17	17	17	17

Note. Includes data reported to the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) by Inter-University Council of Ohio (IUC) member institutions and the University of Dayton. Data retrieved March 9, 2020, from <https://nces.ed.gov/ipeds/use-the-data>.

Budget Questions

- In the spirit of shared sacrifice what are specific budgetary cuts proposed for nonacademic units, including athletics?



Budget Questions

- Are we now on fiscal watch and what is the plan at this point to 'break even'

Previous Financial Audits

- <https://www.ohioauditor.gov/auditsearch/results.aspx>

Enrollment Questions

- The new recruitment officer's start date of June 1st might be too late in the game, since some deadlines were in May. I predict universities in the area are going to compete for the same pool of local students, since international students will likely be far fewer than last year
- What is being done to increase enrollment? Are those efforts university-wide or are they focused on areas that the university intends to highlight through reorganization? An account of specific enrollment initiatives would be appreciated as well as guidance on things faculty can do to aid enrollment initiatives.

Enrollment Questions

- <https://www.wright.edu/institutional-research-and-effectiveness/enrollment-reports>

Enrollment Questions

- What positive long term items are included in the proposed budget to increase enrollment? Marketing? Improving online offerings?
- What is the University doing to market its online course both within and outside Raider Country?
- What plans does WSU have to boost enrollment post Covid-19?

Enrollment Questions

- What are the numbers and how can faculty become more active in the recruitment process? Our advisors do not see ongoing outreach for recruitment and relationship building as part of their roles. They see their roles in recruitment as an hourly event or through email follow up, but primarily as advising appointments.

Other

- Why does the university continue to hire lawyers to negotiate with the union and then claim "good faith" bargaining?
- Why is there a consistent pattern of admin taking weeks to months to work and then demanding action within days to weeks by their constituents?
- Every report we've ever had to complete or change we've had to make is last minute. We won't hear until the "end of June" about what format the university is using.

Other Questions

- The president recently released a very nice but generic statement regarding WSU's commitment to diversity in response to the recent killing of George Floyd. The following day it was announced that the interim chief diversity officer, who was also serving in the capacity of director of the Office of Equity and Inclusion and Title IX coordinator, was leaving the university. No plans for replacing any of these positions or naming interim folks to these positions were announced



Executive Summary of Travino Report



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General Observations

1. Student population has changed in identity; staffing has not
2. HR and Admission Policies and procedures of university need to be reviewed
3. No institutional vision for Diversity and Inclusion
4. Future direction and guidance for Culture & Identity Centers is lacking
5. Outdated diversity statement
6. HERC reporting needs to be determined
7. Professional development needed in this area
8. Increasing intergroup activities
9. Gender inclusive bathrooms
10. Groups on campus feel left out of diversity conversation

Recommendations

1. Adopt Inclusive Excellence (IE) as the official University diversity and inclusion vision and plan.
2. Create a new intersectional and inclusive space named the Center for multicultural Excellence and Community (CMEC)
3. Undertake an administrator “listening tour” involving the core residents of the CMEC
4. University Council on IE, Faculty Senate and Director (VP?) of Inclusive Excellence and Multicultural Affairs should form a committee to explore options for undertaking cultural competency.
5. Draft an Inclusive Excellence Statement

Recommendations

6. Engage Classified Staff Advisory Council in dialogue about staff issues
7. Include international students as an affiliate of the CMEC
8. Director of Inclusive Excellence and Multicultural Affairs should collaborate with Provost to develop a system of support, recruitment and retention of underrepresented faculty
9. Sponsor and coordinate events designed to bring students, staff and faculty together for community building
10. Form a collaborative taskforce to review accessibility (not just compliance)



Inclusive Excellence Flight Plan



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SHORT TERM GOALS

- Adopt Inclusive Excellence as official Diversity & Inclusion strategy
- Hire Dean of Students with commitment to Inclusive Excellence
- Form President's Council on Inclusive Excellence

Presidents Council on Inclusive Excellence

- **Role**

- Advises the Director (VP) of Inclusive Excellence and Multicultural Affairs regarding all aspects of diversity and inclusive excellence applicable to the work of the University and its faculty, staff, students and administrators. The council is composed of administrators, staff, faculty and students, it sets goals and priorities in accordance with the Inclusive Excellence Action Plan, monitors progress towards those goals, and updates the Inclusive Excellence Action Plan as needed.

- **The President's Council on Inclusive Excellence (PCIE) shall:**

- Provide advice and recommendations to the Director of Inclusive Excellence and Multicultural Affairs regarding all aspects of diversity and inclusive excellence applicable to the work of the University and its faculty, staff, students and administrators.
- Assist the Director of Inclusive Excellence and Multicultural Affairs setting goals and priorities, monitoring and updating the Inclusive Excellence Action Plan and annual report.
- Assist the Director of Inclusive Excellence and Multicultural Affairs in recruitment and retention of minority faculty, staff and student.
- Lead the unit by unit assessment, reflection, and action approach to implementing and practicing inclusive excellence.
- Review and make recommendations annually regarding the state of diversity and inclusive excellence at WSU
- Receive briefings on matters related to diversity and be informed by data.
- Meet with the President of the University.

Inclusive Excellence

- Utilizes a broad definition of diversity
- Melds inclusiveness and academic excellence into one concept (to be excellent, we must be inclusive)
- Shifts responsibility for D&I to everyone on campus as opposed to one unit or department
- Moves away from just numerical goals
- Focuses on structural cultural transformation of a university into a community that embeds D&I throughout institution

President's Council on Inclusive Excellence

- What should the Director of Inclusive Excellence and Multicultural affairs role be? Should it be a Director or Vice President role?
- Recommending training for university community
- Working on proposed Inclusive Excellence statement
- Building the infrastructure in long term
- Setting up listening sessions with campus community

MID TERM GOALS

- Hire position to lead diversity efforts
- Training/dialogue on Inclusive Excellence
- Reconceptualize Cultural Identity Center
 - Center for Multicultural Excellence and Community (CMEC)

LONG TERM GOALS

- Inclusive Excellence Infrastructure Audits
- Training and initiatives by CMEC & SA
- University wide diversity initiatives

Infrastructure Audits

- IE Committees by departments
- Each committee will undertake a review
 - Identify what exists in the units
 - Identify what needs attention
 - Develop a plan to address those areas deficient in D & I
- Help from President's Council on Inclusive Excellence
- IE will be start to be embedded into things like annual evaluations, strategic hiring process etc.
- Put IE plans on website

CMEC & Dean of Student Initiatives

- Intergroup or sustained dialogue program
- Affiliate program
- WSU multicultural Leadership Retreat for Students
- Intersectional Grant Program
- Peer mentoring program for 1st year multicultural students transitioning to university
- More intragroup, ie Cuts and Conversations
- Creation of the Multicultural Student Success Network

University Wide Initiatives

- Drop In Lunches – discussions with faculty, staff and students about improving D&I
- Finding Common Ground – partnerships with Provost at various times throughout semester
- Diversity Week Celebrations
- Welcome to the Table Events
- Yearly Inclusive Equity Summit
- Diversity Dialogues, book or article series
- Sustained dialogue coordinator